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ABSTRACT

This bibliography contains 387 references on the subject of teacher stress appearing in sources between January 1977 and April 1982. The definition of stress was expanded to include items on burnout, alienation, morale, and job satisfaction to provide a more complete list of references on factors contributing to the problem of stress. The sources consulted in preparing this bibliography include: (1) Bibliographie du Quebec; (2) British Education Index; (3) Canadian Books in Print; (4) Canadian Education Index; (5) Current Index to Journals in Education; (6) Directory of Education Studies in Canada; (7) Educational Administration Abstracts; (8) Onteris (Ont. Ministry of Education); (9) Radar; (10) Resources in Education; and (11) Subject Guide to Books in Print. References include books, articles, and theses. (Author/JD)

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TEACHER STRESS

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TEACHER STRESS

This bibliography includes references on the subject of teacher stress appearing in the sources listed below between January 1977 and April 1982. The definition of stress was expanded to include items on burnout, alienation, morale and job satisfaction to provide a more complete list of references on factors contributing to the problem of stress.

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Geraldine Gilliss
Director
Research and Information
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A. BOOKS

- **1. Adams, Charles F. Alienation and the Negotiation Process. 1970. 14p. Available ERIC. ED 117 846

The author makes three assumptions in discussing the effect of collective negotiations on teacher alienation: first, alienation is a multidimensional concept that, in this context, is taken to derive from within the organizational setting of the school system; second, school systems are organized as bureaucracies containing more or less the general characteristics of Weber's "ideal type" bureaucracy; and third, negotiations in school systems deal with both the centralization of authority and the rule structure of the organization. The conceptual scheme based on these assumptions is that teacher alienation from work, the sense of powerlessness and meaninglessness, is related to the extent to which the bureaucratic structure of the school provides the means for teachers to become involved in the decisions affecting the rules and regulations governing their work. The negotiation process is seen as a means whereby teachers may have increased input into the decision-making authority of the organization and, consequently, provide a rule structure that has more meaning to them. Three hypotheses are derived as a guide to further research. What is critical is the degree to which the negotiation process is truly a joint decision-making one and the nature of the rule structure that develops from the negotiations.

- *2. Alschuler, Alfred S. Teacher Burnout. Washington, D.C.: National Education Association, 1980. 96p. Available ERIC. ED 201 640. Microfiche only.

This booklet presents articles that deal with identifying signs of stress and methods of reducing work-related stressors. An introductory article gives a summary of the causes, consequences, and cures of teacher stress and burnout. In articles on recognizing signs of stress, "Type A" and "Type B" personalities are examined, with implications for stressful behavior related to each type. Methods of overcoming job-related stress are suggested in eight articles: (1) "How Some Teachers Avoid Burnout"; (2) "The Nibble Method of Overcoming Stress"; (3) "Twenty Ways I Save Time"; (4) "How To Bring Forth The Relaxation Response"; (5) "How To Draw Vitality From Stress"; (6) "Six Steps to a Positive Addiction"; (7) "Positive Denial: The Case For Not

Facing Reality"; and (8) "Conquering Common Stressors". A workshop guide is offered for reducing and preventing teacher burnout by establishing support groups, reducing stressors, changing perceptions of stressors, and improving coping abilities. Workshop roles of initiator, facilitator, and members are discussed.

- *3. American Academy of Family Physicians. Lifestyles/Personal Health Care in Different Occupations; A Study of Attitudes and Practices. Kansas City: American Academy of Family Physicians, 1979. 128p.

This study was commissioned to determine how different occupational groups approach the question of health and how they vary in lifestyle. Six groups were chosen, representing a spectrum of social, educational and economic circumstances -- business executives, family physicians, farmers, garment workers, secretaries and teachers. The report focuses on three areas of concern: the workplace and the home as sources of stress, personal lifestyles and health care. The questions it sets out to answer are: (1) How do the six groups differ with respect to work-related stress and home-related stress? (2) What are the connections between stress and such aspects of lifestyle as smoking, drinking, exercise, etc.; (3) How do lifestyle patterns vary from group to group? (4) What connections are there between stress and lifestyle, lifestyle and health.

4. Baksh, Ishmael J., and Amarjit Singh. Teachers' Perceptions of Teaching: A Newfoundland Study. Staff study sponsored by the Faculty of Education, Memorial University of Newfoundland, 1980. 166p.

This is a study of teachers' perceptions of teaching, including their perceptions of desirable/undesirable characteristics of pupils, colleagues, parents, administrators, and the physical conditions in which they work.

- *5. Bamber, Chrissie. Student and Teacher Absenteeism. Bloomington, Ind.: Phi Delta Kappa Educational Foundation, 1979. 45p.

Many of the factors contributing to student absenteeism are beyond the direct control of the school but some successful programs have been adopted to curb the rising absentee rate. Examples are given. In the area of teacher absenteeism the author notes that abuse of sick leave is acknowledged by both administrators and teachers and evidenced by the disparity in teacher absentee rates among different school districts. The relationship between stress and teacher absenteeism is discussed.

- **6. Bensky, Jeffrey M., and others. P.L. 94-142 and Stress: An Analysis and Direction for the Future. Paper presented at Annual International Convention, Council for Exceptional Children, Dallas, Texas, April 22-27, 1979. 16p. Available ERIC. ED 171 028.

One hundred and thirty-six teachers enrolled in special education courses responded to a questionnaire which focussed on stress in relationship to compliance with the mandates of P.L. 94-142 (Education for All Handicapped Children Act). Among findings were that special education teachers tend to experience less stress than resource room teachers or regular classroom teachers, that the increased frequency of meetings mandated by P.L. 94-142 increased the amount of stress experienced by special education teachers, that the presence of clear role expectations greatly reduces stress and that the more satisfied a teacher is in the professional role, the less stress is experienced. Other findings indicated that assessment/diagnosis is the most stressful activity for both regular classroom and resource room teachers, while writing individualized educational plans and due process paperwork were rated as low stress factors.

- **7. Bimes, Beverly J. Dealing with Teacher Stress and Burnout. Paper presented at the Annual Meeting of the National School Boards Association, Dallas, April, 1981. 6p. Available ERIC. ED 207 145.

There are practical steps that board members can take to prevent the waste of teacher power that results from burnout. These steps involve teacher renewal, effective time management and creative inservice programs that promote continued professional growth.

- **8. Blake, Ronald E. A Primary Prevention Model for Helping Teachers Deal with Burnout. Reedsburg, Wisc: Tri-County Human Resources Center, 1980. 22p. Available ERIC. ED 195 378.

Emphasizing the importance of the role of primary preventive mental health, an inservice program was designed and implemented by the Tri-County Human Services Center in rural, southwest Wisconsin to help school personnel deal with the signs and symptoms of teacher burnout. The roleplay inservice was presented to 429 teachers and administrators in 8 school districts, in hopes that by strengthening teachers' emotional health, the program would also positively affect students by decreasing burnout symptomology that might interfere with the quality of classroom performance. Responses to evaluation questionnaires revealed that the majority of participants in the inservice indicated they were

able to identify various symptoms of burnout displayed in the roleplaying, felt that the workshop was effective, and thought that it would be beneficial to themselves and their peers in dealing with stress, depression and other symptoms of burnout.

- **9. Blood, Ronald E., and James P. Miller, Jr. The New Mexico Principalship Study Part I. Factors Affecting the Principalship Yesterday and Today. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April, 1979. 31p. Available ERIC. ED 175 143.

The phenomenon of principal "burn out" is the result of many conditions surrounding the principalship. First, as the number of students has risen over the last 40 years, the number of schools has declined. Also, teachers have become better educated and more specialized, making them less ready to accept the opinions and direction of principals. Since the 1930's the curriculum has become more complex, with more special education and categorical programs. Control of the schools has diversified, with power being divided among many central office staff members, the courts, federal and state governments, and the community. Because of this diversification, it is sometimes difficult for the principal to know where to look for direction, and role clarification is badly needed. In recent years, the education profession, once united, has split into distinct groups: teachers (labour), superintendents (management), and school principals (caught in the middle). To create a situation where the principal can reasonably be expected to carry out the responsibilities of the role, these conditions surrounding the principalship must be changed.

- **10. Bridges, Edwin M. Job Satisfaction and Teacher Absenteeism. Stanford: Stanford University, Calif. Inst. for Research on Educational Finance and Governance, 1979. 29p. Available ERIC. ED 202 146.

Existing research on the relationship between job satisfaction and employee absenteeism in the private sector clearly shows that job satisfaction is not a major factor in absenteeism. To determine whether a similar pattern prevails in educational organizations, a study was conducted of 509 elementary teachers working in 36 schools from over 20 California school districts. Although the results of the study are consistent with the previous research, there is evidence to suggest that job satisfaction and absenteeism are more apt to be related, however tenuously, when teachers spend much of their work time with other teachers than when they interact with other teachers during only a moderate amount of their work time, or less.

- **11. Brusceri, John N. Reducing Stress in Classroom Teachers: An Administrative Model. Paper presented at the Annual Meeting of the National Middle Schools Association, Dearborn, Michigan, November, 1979. 9p. Available ERIC. ED 184 244.

Although administrators cannot totally eliminate stress in the schools, they can reduce excessive stress that results in an unfavorable and often damaging climate. One method for doing this is to create an atmosphere of calm and order. Such an atmosphere results from defining and formulating objectives, converting those objectives into action, improving staff perception and communication, and continuously evaluating progress. One vehicle for accomplishing these goals is the "teacher letter", an instrument that allows staff members to study, plan, and evaluate their own professional responsibilities and progress. Very important is improving communication through avoiding unclear and unexpected messages. Other administrative approaches to stress reduction involve maintaining high expectations of staff, good listening techniques, and a systematic and constructive evaluative feedback system.

- *12. Bureau international du travail. Emploi et conditions de travail des enseignants. Genève: BIT, 1981. 174p.

L'étude est centrée sur des questions de santé et de sécurité touchant les enseignants. La tension nerveuse est décrite comme un des principaux risques professionnels. Des enquêtes effectuées en Suède, au Royaume Uni et aux États-Unis révèlent que jusqu'à 25 p. cent de tous les enseignants sont soumis à de fortes tensions qui nuisent sérieusement à leur santé.

- **13. Cardinell, C.F. Mid-life Professional Crises: Two Hypotheses. Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration, Seattle, August, 1981. 15p. Available ERIC. ED 208 491.

Numerous writings point out that during a period of life, roughly between the ages of 30 and 55, many people reach a crisis brought on by the realization that everyone's career, status, and life are measurable and limited. One explanation for why teachers have a career crisis during this period is based on Maslow's hierarchy of needs as it relates to research on teacher satisfaction. This hypothesis speculates that, during the middle of their careers, teachers' commitment to the profession outstrips their sense of satisfaction from life and work. Research seems to indicate

that this conflict is a normal, developmental, and probably predictable stage in adult development. A second hypothesis holds that crises develop as people pass through developmental stages. Mid-life crises occur, then, because a constellation of basic and fundamental biological, psychosocial, and social themes and developmental tasks merge at that time. Existing research, particularly that done in school settings, provides greater support for the satisfaction-commitment conflict hypothesis.

- **14. Carey, Diane. Motivating and Dissatisfying Factors Among Professional Educators. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, April, 1980. 54p. Available ERIC. ED 185 661.

The purpose of this study was to identify and rank positive and negative motivating factors affecting professional staff of the State Department of Education and to compare the factors with those found affecting other professional educators at the elementary and secondary levels as well as industrial employees. Results obtained by use of a critical incident instrument indicated that the major motivating factors were recognition, achievement, and responsibility. The major dissatisfying factors were department policy and administration, supervision, and interpersonal relations. Implications for participative management techniques and collective bargaining are discussed. An extensive bibliography is included.

- **15. Catterton, Brenda L. 1978-79 Teaching Stress Events Inventory. Portland Study of Teachers. Washington, D.C.: American Federation of Teachers, 1979. 39p. Available ERIC. ED 185 042.

This report concerns itself with the data that was summarized from the 1978-79 administration of the Teaching Stress Events Inventory to the teachers of the Portland (Oregon) Federation of Teachers. Background information on the Inventory itself, a summary of the demographic characteristics of the teachers surveyed, and descriptive statistics concerning each event in the Inventory are presented as well as differences among subgroups of respondents based upon selected characteristics.

- **16. Cichon, Donald J., and Robert H. Koff. The Teaching Events Stress Inventory. Paper presented at Annual Meeting of American Educational Research Association, March 27-31, 1978. 27p. Available ERIC. ED 160 662.

The Teaching Events Stress Inventory was designed to measure the degree of stress caused by 36 teaching-related events.

In rank-ordering of teaching events, violence and student discipline, management of disruptive children, threats of personal injury, assaults on colleagues, and verbal abuse by students were priority concerns. Management tension events, such as involuntary transfer, overcrowded classrooms, notice of unsatisfactory performance, lack of books and supplies and disagreement with supervisor imposed stress upon teachers in the form of action constraints. Maintaining self-control when angry and teaching low achievers were concerns related to professional competency. Events which induced relatively little stress included teacher-parent conferences, teaching bilingual students and taking additional coursework for promotion.

- **17. Clagett, Craig A. Teacher Stress at a Community College: Professional Burnout in a Bureaucratic Setting. Largo, Md.: Prince George's Community College, Office of Institutional Research, 1980. 60p. Available ERIC. ED 195 310.

A day-long faculty workshop was held at Prince George's Community College, a suburban Maryland institution, to identify the sources of stress affecting the faculty and to examine possible strategies for managing stress. The stress factors most frequently cited included lack of faculty participation in decision-making, the increase in under-prepared students coupled with student expectations of high grades, apathetic peers, and low salaries. Strategies for reducing stress included: strict enforcement of prerequisite completion, realistic student placement, and the establishment of peer support networks. The study report reviews the literature dealing with "professional burnout" and presents a model for understanding stress, in which burnout is seen as a breakdown in the relationship between the individual and organization.

- **18. Coates, Thomas J., and Carl E. Thoresen. Teacher Anxiety: A Review with Recommendations. Research and Development Memorandum No. 123. Stanford, Calif.: Stanford Center for Research and Development in Teaching, 1974. 33p. Available ERIC. ED 092 518.

This paper reviews studies of teacher anxiety (stress and tension) with a focus on the incidence, sources, and effects of anxiety, and methods of reducing it. Previously, global definitions of anxiety have been used, and assessment has been largely restricted to paper-and-pencil measures. The incidence of anxiety among teachers, both beginning and experienced, appears to be remarkably high, and its causes are usually associated with a variety of personal, social, and physical events. The functional relationships between

these events and teacher anxiety and between teacher anxiety and other teacher behavior as well as pupil behavior are unknown. It is recommended that teacher anxiety be conceptualized in performance terms and measured directly in classroom situations through external observation and self-observation. Data from such techniques would provide the basis for investigations of functional relationships between particular events and teacher anxiety as well as between anxious teacher behaviors and student performance. Promising techniques for reducing teacher anxiety, such as systematic desensitization, are considered. It is suggested that such techniques be incorporated in teacher education and evaluated experimentally.

- **19. Collins, James J., and Barbara A. Masley. Stress/Burnout Report. Worcester, Mass: Worcester Public Schools, 1980. 28p. Available ERIC. ED 199 187.

The awareness of the effects of stress on school personnel and its effects on student achievement led to the formation of a committee to examine the problem and establish some objectives. A copy of the questionnaire submitted to the personnel of the Worcester, Massachusetts Public Schools is presented. Job related factors were listed with responses to be checked on a scale ranging from no stress to high stress. Results of the survey appear in tabular form, giving the reactions of teachers, administrators, travelling teachers, aides, and clerical workers. Stress factors consistently rated as highest were: involuntary transfer, reduction in force, discipline, and salary. Comparison is made between this survey and similar surveys conducted in other school systems. Some actions being considered for the reduction of stress are discussed.

- **20. Cooper, John Frederick. The Morale and Teaching Effectiveness of Junior College Teachers. 13p. Available ERIC. ED 134 266.

Following a review of the literature related to employee morale and productivity, this paper reports a study undertaken to determine if there was a significant relationship between the morale of junior college instructors and their teaching effectiveness as perceived by students. The study concluded that instructor perception of satisfaction with teaching was positively related to teaching effectiveness, instructor perception of community support of education had a negative relationship to teaching effectiveness, and total job satisfaction was positively related to teaching effectiveness. Other identified measures of teacher morale were not significant predictors of teaching effectiveness. These results may indicate that the most effective teachers are those with the greatest morale and job satisfaction. A bibliography is appended.

- **21. Coping With Stress. The Best of ERIC on Educational Management, Number 50. Eugene, Ore.: Oregon University, ERIC Clearinghouse on Educational Management, 1980. 5p. Available ERIC. ED 182 801.

The twelve items in this annotated bibliography are entries in the ERIC system intended to help administrators in coping with stress. The publications cited deal with causes of stress, how to manage stress, how to make life style changes, how to recognize stressors, and work patterns associated with Type A behavior. The publications listed also cover stress management programs, stress prevention, prevention of teacher burnout and employee stress, and role pressure.

- **22. Croft, John C., and John R. Morton. The Assistant Principal: In Quandry or Comfort? Paper presented at the Annual Meeting of the American Educational Research Association, New York, April, 1977. 64p. Available ERIC. ED 136 392.

Data from an urban (Houston, Texas) and a rural (Kansas) sample on the relationship between perceived job satisfaction and career stability of assistant principals are analyzed and compared with the results of earlier findings by Austin and Brown. There is a significant relationship between job satisfaction and career stability, as well as considerably greater satisfaction and perceived career stability than in the Austin and Brown study. Suggestions are made for further study of the role.

- **23. Delattre, Edwin J. The Survival of Teachers and Administrators. Paper presented at the Meeting of the Community College Humanities Association, Washington, D.C., April, 1981. 13p. Available ERIC. ED 203 903.

While the work of teachers and administrators should ideally provide exceptional opportunities for personal fulfilment, these professionals increasingly face diminishing income, negative public opinion, and a growing number of underprepared and undisciplined students. Steps must be taken to assure the professional survival of those in this demoralizing work environment who take their work seriously. To a great extent this survival depends upon a sound administration to effectively bring together the diverse interests of today's college community. In-service education programs are also important to compensate for diminishing sabbatical leave and course-auditing opportunities. In providing such programs, colleges should secure voluntary input from faculty in planning areas to be addressed, allow adequate release time, center programs around the study of relevant primary materials, encourage the design of educational experiments as in-service projects, and encourage participants to exhibit the results of their in-service work to the public.

- **24. De Long, Thomas J. Career Anchors: A New Concept in Career Development for the Professional Educator. A paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, April, 1981. 13p. Available ERIC. ED 209 545.

Created by Dr. Edgar Schein, of the Massachusetts Institute of Technology, the career anchor model suggests that certain motivational/talent/value drives, formed through work experiences, function to guide and constrain entire careers, and that such anchors are the source of stability that permits growth and change in other areas. This concept emerged from a longitudinal study of a representative group of 44 male MIT graduates who completed their graduate work in the early 1960's. Emerging from interviews with these graduates were the following five career anchors: security, technical/functional competence, managerial competence, creativity and autonomy. Since the career anchor model may provide a structure for understanding the human component in educational systems, it could be used to help teachers plan their careers better and thus help to alleviate teacher burnout.

- **25. Dixon, Benjamin, and others. The Administrator's Role in Fostering the Mental Health of Special Services Personnel. Paper presented at the Annual International Convention, The Council for Exceptional Children, Dallas, 1979. 19p. Available ERIC. ED 171 086.

It is important for special education administrators to recognize the potential disaster that might result from inattention to the mental health needs of their staffs and organizations. Indications of staff "burnout" (rapid turnover of staff due to stress) are already apparent. The phenomenon can only be detrimental to the whole concept and mission of the special services organizations in school districts. Much of the stress experienced is directly attributable to the implementation requirements of Public Law 94-142 (Education for All Handicapped Children Act). The three important tasks for an administrator in fostering mental health for individuals and organizations are: (1) to diagnose the environmental conditions influencing the organization or individual; (2) to implement appropriate change strategies aimed at eliminating or minimizing stress conditions; and (3) to determine the effectiveness of the strategies implemented and the mental health status of the organization or individual.

- *26. Döbrich, Peter. Employment and Conditions of Work of Teachers. Frankfurt am Main: International Federation of Free Teachers' Unions, 1981. 111p.

This study contains the Unesco recommendations concerning the status of teachers in respect to their conditions of work, and international examples of employment situations and working conditions. Information on working conditions includes hours of work, student-teacher ratios, factors of nervous stress and special problems of teachers in rural and remote areas.

- *27. Dunham, Jack. The reduction of stress, in Stress in Schools. Hemel Hempstead: National Association of Schoolmasters, 1976. (see #69)

Stress reduction methods are grouped into two perspectives: (1) ways in which students and teachers can be helped to cope more effectively with the demands which are made on them; (2) measures which might be taken to alter stressful situations.

- *28. Dunham, Jack. Stress situations and responses, in Stress in Schools. Hemel Hempstead: National Association of Schoolmasters, 1976. (see #69)

The author surveyed 658 teachers in an attempt to identify common stressful situations and responses. Some of the responses to the survey are presented and discussed as examples of situations and responses to stress. The author makes the general observation that the incidence of stress and severe stress is increasing.

- **29. Feitler, Fred C., and Edward B. Tokar. Teacher Stress: Sources, Symptoms and Job Satisfaction. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, April, 1981. 28p. Available ERIC. ED 204 857.

A survey of 3,789 teachers in 60 school districts in Ohio and Pennsylvania found, as expected, that feelings of job stress and job satisfaction are inversely related. The survey questionnaire gathered data on the teachers' age and experience, their schools' educational levels and urban or rural location, their job satisfaction, the sources, symptoms, and levels of teacher stress, and the coping mechanisms they use. When compared with a similar British study, the survey results show that the same high proportions of teachers in both countries are satisfied with their jobs. Further, more British than American teachers feel high levels of job stress, but more American teachers report experiencing

at least some degree of stress than do English teachers. Stress among American teachers is highest among urban and high school teachers and those aged 31-44. Student misbehavior and overwork are the main sources of stress in American schools.

- **30. Feshbach, Norma Deitch, and Michael Campbell. Teacher Stress and Disciplinary Practices in Schools: A Preliminary Report. Paper presented at the Annual Meeting of the American Orthopsychiatric Association, San Francisco, March, 1978. 17p. Available ERIC. ED 162 228.

The identification of teachers' subjective reports of stressors was investigated. Fifty-three teachers were asked to list sources of stress and to respond to a questionnaire assessing teacher attitudes on corporal punishment and the stressful nature of teaching. Findings revealed that the most frequent sources of stress for teacher practitioners were interaction with children, problems with time, interaction with the administration, interaction with parents and inadequate resources and materials, whereas sources of stress for student teachers were concerns over teaching competence and performance and children's behavior and discipline. Recommendations for reducing and/or dealing with stress were presented, with the suggestions stemming from a human services, psychological approach to elimination of corporal punishment in schools.

- **31. Fitzgerald, Sheila Mary. Career Needs and Satisfaction of Teachers: A Replication Study. 1978. 52p. Available ERIC. ED 167 497. Microfiche only.

A study designed to survey the job satisfactions and job needs of elementary school teachers was performed in 1972, and the study was replicated in 1977 to provide a comparative analysis and document any change over time. In the 1972 study 86 per cent of the population returned mailed questionnaires indicating their rating of 25 scale items on the Minnesota Importance Questionnaire and the Minnesota Satisfaction Questionnaire, and of these respondents 57 per cent completed the same questionnaire in 1977. Results indicated that the teachers continue to find "service" the most satisfying aspect of teaching and "work accomplishment" the least satisfying. "Cooperation" of staff members and "general factor" (liking the job) were of highest importance. Of the nine scale areas that showed significant changes, most related to the teacher as an individual within a school system rather than to responsibilities and challenges of instruction. Examples of the questionnaire and data results are included as well as a selected bibliography.

- **32. Francisco, Richard P. Help Through Organizing: A New Resource Within Secondary Schools. Paper presented at the Annual Meeting of the American Psychological Association, San Francisco, August, 1977. 11p. Available ERI. ED 147 751.

Overburdened by numerous non-teaching problems and pressures that occupy their daily lives, some secondary school teachers find very little time to address their primary task: that of teaching. As a result, many teachers are frustrated and dissatisfied with their job, and that means that their teaching suffers. Support for classroom teachers is needed to revitalize the troubled secondary school. A moderate restructuring of the secondary school or organization -- a restructuring that includes a new stance for counselors and school psychologists -- can become a source of providing direct support for teachers. Discussion focuses on: (1) three motivational needs of teachers; (2) counselors and school psychologists as systematic change agents; (3) four subsystems for school-wide problem solving; and (4) a consultative model for problem diagnosis.

- **33. Frankiewicz, R.G., and B. Thompson. Development and Comparison of Analytical Techniques for Measuring Attitudes Toward Teacher Brinkmanship Behavior. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, 1979. 27p. Available ERIC. ED 171 753.

Analytical strategies for examining attitudinal data about teacher brinkmanship behavior collected in a semantic-differential format, and delineating the qualitative distinctions among types of brinkmanship behavior are suggested. Teacher brinkmanship is described as behavior which expresses dissatisfaction with facets of the roles teachers are expected to perform; this dissatisfaction is typically manifested so as not to threaten those responsible for administering the situation. Twelve types of behavior are assigned to three categories: (1) subversive or exaggerated obedience; (2) tightrope; and (3) boundary testing. The evaluation of brinkmanship is accomplished by measuring teachers' attitudes toward brink acts of their colleagues rather than by direct observation of teachers engaged in brinkmanship.

- **34. Friedman, Myron H., and others. School Stress Management Training: An Integrated Approach. Paper presented to the American Educational Research Association, Toronto, 1978. 11p. Available ERIC. ED 156 993

This research documents the development and empirical testing of a theoretically-based training program aimed at reducing debilitating anxiety and increasing the skills required for

successfully coping with stressful situations in the school setting. The intervention used is an integrated approach incorporating relaxation and deep-breathing training and is designed to deal with emotionality (physiological arousal). Also discussed are cognitive restructuring techniques aimed at moderating worry (self-directed ruminations which distract attention from the task). The approach further incorporates specific skills training designed to remedy skill deficits (poor study habits, inadequate social skills). Preliminary analyses indicate that this combined treatment approach is more effective than treatments dealing with single components of anxiety.

- **35. Gehrke, Nathalie J. A Grounded Theory Study of Teacher Role Personalization. Part Three. The Teachers' Role Conflicts. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California, April, 1979. 21p. Available ERIC. ED 173 317.

The results of a four-year study of teachers' perceptions of their role at work and in private life are presented. Information about the teachers came from interviews, observations, and written statements of concerns of ten teachers during the first, third, and fourth year of teaching. Changes in the private segments of their personal lives such as marriage and parenthood changed their perceptions of priorities and satisfactions. Personal-professional role conflicts arose from concurrent demands for their time and allegiance. In the fourth year behaviors emerged designed to cope with the tedium of a teaching job and growing role conflicts. Some abbreviated case histories are used for illustration.

- **36. Giammatteo, Michael C., and Dolores M. Giammatteo. Executive Well-Being: Stress and Administrators. Reston, Va.: National Association of Secondary School Principals, 1980. 67p. Available ERIC. ED 180 134. Microfiche only.

This booklet explains the meaning and sources of stress, presents a model differentiating among several approaches to dealing with stress, and offers advice and self-help exercises to aid in alleviating the causes of stress. Each chapter topic is a component of the stress alleviation model. Emphasizing that unknown stressors have more power over people than recognized stressors, the stress awareness chapter presents eight exercises designed to help administrators become aware of stressors. The chapter on tolerance focuses on techniques and exercises to facilitate tolerance of stress as well as tolerance of the feelings or statements of others that are different from the administrator's own. The stress reduction chapter offers practical tips to reduce stress, problem-solving techniques,

and relaxation exercises. In the chapter on stress management, the authors discuss interpersonal conflict, time management, and attitude adjustment.

- **37. Gibson, R. Oliver, and Donald W. Raw. Burnout and Organization in Education: A Synthesis of Literature. Paper presented at the Convocation of the Northeastern Educational Research Association, Ellenville, N.Y., October, 1980. 34p. Available ERIC. ED 196 891.

Burnout in education is described in terms of system stress. Systems and their relationships are viewed at four levels: somatic, psychological, social, and cultural. "Burnout" is defined as a reduction of the function of an organism or living system. Changes in the state of a system create increased demands for adaptation. Stress is a general disturbance of the system that creates some demand for energy. A disturbance which impedes the functioning of the system involves the concept of health. Thus the health of the system involves a network of structure-process relationships which affect the level of functioning of the individual in the social context.

- *38. Gilling-Smith, Dryden. Relevance of the stress factor in the design of a teacher's total remuneration package in Stress in Schools. Hemel Hempstead: National Association of Schoolmasters, 1976. (see #69)

This article examines methods by which teachers can be compensated for the effects of stress in their occupation.

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Sources, causes, responses, consequences and ways of coping with stress are discussed. The author offers four specific "stress absorbers" to reduce the impact of stress for the school administrator: (1) Know the limitations of administration (and administrators); (2) Establish and update life goals; (3) Develop the ability to relax as quickly and completely as possible; and (4) Develop a holistic approach to stress - both the mind and the body must work together to reduce stress.

- **40. Haibt, Mildred. Support for Student Teacher Stress. 1980. 10p. Available ERIC. ED 200 545.

This paper compares the stress of inservice teachers and preservice student teachers. The situation of student teachers is compared to that of cultural anthropologists in the field. This paradigm aids student teachers to objectify and to cope with the stresses and strains of their own

fieldwork. The student teaching practicum is viewed as a type of support group wherein fledglings seek help and profit from their peers. Trained by this model, beginning teachers are more apt to identify and reach out for similar on-the-job support. A cycle of reflective discussion and field activities engenders renewed courage, hope, and determination.

- **41. Hannaford, Mary J. Teacher Support. 1976. 3lp. Available ERIC. ED 128 694

Because of rapid changes in educational theory and methodology, student responses and attitudes, administrative expectations, and general tensions, most teachers need more support relationships than ever before. Tensions in many schools are high and daily frustrations exist. Teachers are concerned about open education, behavior modification, humanistic education, informal techniques, accountability and test results. Many teachers are high achievers who set severe goals for themselves and live with a high level of fear of failure. More requirements and criticisms come from the community. One Georgia school system has begun a teacher-support program to encourage personal sharing and support within the system. This was done through the use of transactional analysis and other personal reinforcing techniques in groups after school one afternoon a week for six to eight weeks. The groups are organized by the principal or school counsellor with leadership provided by the counselling and psychological services departments. Teacher response has been highly favorable with requests made to principals for additional service.

- **42. Heath, Douglas. Faculty Burnout, Morale, and Vocational Adaptation. Boston, Mass.: National Association of Independent Schools, 1981. 38p. Available ERIC. ED 201 057. Microfiche only.

High job morale, or "vocational adaptation", comes from an optimal relationship between job adjustment and personal fulfillment. Today's low teacher morale indicates low vocational adaptation. Teachers in the past had higher vocational adaptation, despite low salaries, because they gained intrinsic rewards from helping children develop, receiving community and parent respect, and achieving personal fulfillment in an ethically concerned profession. Teachers' lower intrinsic rewards may be behind their widespread push for higher extrinsic rewards, such as higher salaries, but teacher morale remains low even when such rewards go up. These findings suggest teachers should

and relaxation exercises. In the chapter on stress management, the authors discuss interpersonal conflict, time management, and attitude adjustment.

- **37. Gibson, R. Oliver, and Donald W. Raw. Burnout and Organization in Education: A Synthesis of Literature. Paper presented at the Convocation of the Northeastern Educational Research Association, Ellenville, N.Y., October, 1980. 34p. Available ERIC. ED 196 891.

Burnout in education is described in terms of system stress. Systems and their relationships are viewed at four levels: somatic, psychological, social, and cultural. "Burnout" is defined as a reduction of the function of an organism or living system. Changes in the state of a system create increased demands for adaptation. Stress is a general disturbance of the system that creates some demand for energy. A disturbance which impedes the functioning of the system involves the concept of health. Thus the health of the system involves a network of structure-process relationships which affect the level of functioning of the individual in the social context.

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- **41. Hannaford, Mary J. Teacher Support. 1976. 31p. Available ERIC. ED 128 694

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- **42. Heath, Douglas. Faculty Burnout, Morale, and Vocational Adaptation. Boston, Mass.: National Association of Independent Schools, 1981. 38p. Available ERIC. ED 201 057. Microfiche only.

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enlarge their psychological diagnosis skills for students and their definitions of being a teacher, and headmasters and boards of trustees should pay more attention to faculty morale and self-fulfilment.

- **43. Hendericks, C.G., and others. Self-Managing Stress and Tension. Paper presented to the American Educational Research Association, Washington, D.C., March, 1975. 28p. Available ERIC. ED 120 610.

The training program described in this paper is based on a variation of systematic desensitization, but it emphasizes the use of relaxation as an active coping skill in everyday life situations. Specifically, the training program attempts to teach the following: 1) the nature of stress and tension; 2) the way in which each individual personally experiences stress and tension; 3) the identification of environmental and cognitive events which trigger stress and tension behaviors (tensions); 4) development techniques for deep relaxation; 5) the use of "instant relaxation" in those situations which cause stress; and 6) ways to change physical and social events which cause tension. The training program, a self-contained nine-hour workshop, is described. Data and reactions from a preliminary evaluation are included.

- *44. Holdaway, Edward A. Satisfaction of Teachers in Alberta with Their Work and Working Conditions. Report of a Study. Edmonton: Univ. of Alberta, Dept. of Educational Administration, 1978. 186p. Available ERIC. ED 151 948.

Through the use of questionnaires, this study examines the levels of satisfaction of teachers in Alberta with aspects of their conditions of employment. Relationships between these satisfaction levels and other variables including age, sex and experience were also examined. In addition, teachers were invited to list changes in working conditions that they would like to see introduced by 1980, and to comment on any of the matters presented in the questionnaire. The factors identified as contributing most to overall teacher satisfaction were related to "working with students". Factors that contributed most to overall dissatisfaction were related to "attitudes of society and parents", "administration and policies", and "physical conditions". Among the changes respondents wanted to see made in working conditions by 1980, "smaller classes" and "more preparation time" led the list.

- **45. Hunter, Madeline. Counter Irritants to Teaching. Paper presented to the Annual Meeting of the American Association of School Administrators, 1977. Las Vegas. 10p. Available ERIC. ED 137 962.

Air traffic control, surgery, and teaching are probably three of the most potentially stressful occupations in the world.

Stress can be benign and growth-producing or malignant and destructive, depending on three primary factors: 1) the possession of coping behaviors which are effective and for which there is feedback as to the degree of their effectiveness; 2) the predictability of the stressful situation; and 3) the duration or repetition of the stressful circumstances. There are two categories of stress escape devices that serve as effective "counter irritants" to teaching. One group of counter irritants consists of activities that make demands or stimulate creative endeavor in a completely different field. A second group of counter irritants consists of activities that require only participation. An effective prescription for a balanced program of counter irritants to teaching should include systematic exploration of both demanding and relaxing activities in physical, social, intellectual, and emotional areas.

- **46. Ingram, Leslie A. Teacher Burnout in Special Education: The Personal Perspective of a Classroom Teacher. Paper presented at the Annual International Convention of the Council for Exceptional Children, April, 1980. 10p. Available ERIC. ED 187 073.

A special education teacher recounts her own experiences of burnout, suggests a five stage progression for the condition, and lists twelve ways of managing the problem. Among possible solutions are keeping a journal to look at situations more objectively, creating a support system at school, getting involved in inservice, taking mental health days, and reflecting on the reasons for entering the profession.

- *47. International Labour Office. Employment and Conditions of Work of Teachers. Geneva: ILO, 1981. 170p.

This study focusses on health and safety questions of concern to teachers. One of the major occupational hazards identified is job-related stress. Surveys in Sweden, the United Kingdom and the United States show that up to 25% of all teachers are subject to severe stress which affects their health significantly.

- **48. Jadin, Tom. Staff Burn-Out. What is it, What Causes it, and What Can One do About it. 1980. 13p. Available ERIC. ED 196 861.

The phenomenon of "burn-out" is most frequently experienced by people who, in the course of their jobs, work with other people such as students, patients, or clients in situations that involve intense personal interaction. The complex symptoms of the burn-out syndrome are described in this

paper. The most common of these symptoms are a change of attitude toward work and other people, stress-induced physical problems, and a sense of isolation. In a discussion of the causes of burn-out, it is suggested that while the major factor of this syndrome is the individual's inner emotions and reactions, the atmosphere of the work place and attitudes of supervisors and co-workers are contributing elements. Techniques for coping with burn-out and preventing it are discussed.

- **49. Johnson, Alex B., and others. Special Education, Teacher Burnout: A Three Part Investigation. Paper presented at the Annual International Convention of the Council for Exceptional Children, New York, 1981. Available ERIC. ED 209 825.

This study investigated the frequency and intensity of stress among 135 teachers of educable mentally retarded (EMR), learning disabled (LD) and emotionally disturbed (ED) children and the relationship of stress levels to certain demographic variables including years of experience, grade level, educational background, category of student, age and sex. Results indicated that: (1) male teachers were more depersonalized by their jobs than female teachers; (2) teachers with 4 to 5 years' experience (compared to teachers with less experience) and teachers with only a bachelor's degree (compared to those with a master's or specialist's degree) perceived themselves to care frequently and intensely about the needs of their students; and (3) teachers between 26 and 30 years of age perceived themselves to be more depersonalized by their experiences than older teachers. LD and ED teachers cited legal concerns, lack of administrative and peer support, and lack of support services as extremely stressful. ED teachers, in particular, were fearful of being attacked verbally and physically, and rated their overall job responsibilities as significantly stressful. LD and ED teachers listed exercise and outdoor programs and confiding in significant others (i.e. wife or husband) as helpful ways to combat stress. EMR teachers felt that peer support was particularly helpful.

- **50. Jones, Franklin R., and James R. K. Heinen. Stress and Mental Health of Graduate Students and Non-Graduates by Age and Educational Levels. 1977. 16p. Available ERIC. ED 159 499.

A 1959 survey of 11 research studies involving the mental health of United States citizenry showed that 9% of practising teachers were seriously maladjusted, 17% were unusually nervous, and 25% were unhappy, worried and dissatisfied. This study sought to update these findings by examining various stress factors and their relationship to the mental health of graduate students, school teachers, and

the lay public. Measures of depression, perception, paranoia, and total scores as well as detailed life histories were obtained from approximately 500 volunteer subjects (aged 20-49) representing either graduate students from various academic disciplines or the lay public. Contrast of the profiles of the two groups was delineated. Analysis of variance was used to determine the salient factors of the syndrome relating to stress and maladjustment. The instrument used for classification purposes was the Hoffer-Osmond Diagnostic Test. General data indicated that 60% of the study population were normal while 40% were maladjusted. Age and sex differences are reported for both graduate students and lay subjects.

- **51. King, Kenneth D. How to Deal With Teacher Stress and Burnout. Paper presented at the Annual Meeting of the National School Boards Association, April, 1981. 10p. Available ERIC. ED 207 144.

Teachers have identified a number of factors that contribute to their stress and burnout. They are: a lack of voice in professional decisions, little chance of advancement, public dissatisfaction with the schools, fiscal problems that mean reduced salary increases and fewer teaching materials, discipline problems in the schools, lack of rewards for good teachers, increases in required paperwork, involuntary transfers and transfer request denials. School districts can help teachers by creating a task force to identify the tangible and intangible aspects of teaching that create stress in their particular districts. The task force should be created by the school board, be given a specific period of time in which to complete its task, be staffed with people who have the respect of the educational community, and be provided with operating funds and administrative and clerical support.

- *52. Kirkwood, Kristian John. Report on the Survey on Teacher Absenteeism. Toronto: Ontario Public School Men Teachers' Federation, 1977. 137p.

In an attempt to determine some of the factors which affect teacher absenteeism, the Ontario Public School Men Teachers' Federation surveyed 633 of its members by means of a self-administered questionnaire. The relationship between teacher absenteeism and age, marital status, number of children, experience, education and size and type of school board are some of the findings discussed. Questionnaire, responses and frequency distribution tables are appended.

- **53. Kline, Charles E. The Superintendency -- Focus on Job Satisfaction and Morale. Paper presented at the Annual Meeting of the American Association of School Administrators, Las Vegas, February, 1977. 15p. Available ERIC. ED 137 957.

After defining morale and satisfaction and briefly examining writings on school superintendent job satisfaction and morale, the author describes the School Superintendent Morale Measure (SSMM), an objective measure of superintendent morale and satisfaction.

- **54. Knoop, Robert, and Robert R. O'Reilly. Job Satisfaction of Teachers and Organizational Effectiveness of Elementary Schools. 1978. 27p. Available ERIC. ED 177 719.

The purpose of this study was to examine the relationship between job satisfaction of teachers and perceived school effectiveness. Questionnaires were distributed to teachers in 75 elementary schools in Ontario. A job description index and the concept of organizational effectiveness were used to measure job satisfaction variables of work, promotion, pay, supervision, and co-workers. The findings suggest that perceived school effectiveness is related to satisfaction of teachers with co-workers, with supervision, and with the work itself. To ensure high satisfaction with fellow teachers, and therefore school effectiveness, principals should display leadership behavior that will facilitate group development, support, and interaction. To ensure high teacher satisfaction with a principal's leadership approach, and therefore school effectiveness, school board officials should ensure that principals actually display such leadership behavior.

- **55. Larkin, Paul, and Craig Claggett. Sources of Faculty Stress and Strategies for Its Management. Largo, Md.: Prince George's Community College, Office of Institutional Research, 19p. Available ERIC. ED 201 250.

Views on sources of stress on college faculty and strategies for its management were obtained at small-group sessions in the 1980 faculty orientation at Prince George's Community College, Maryland. Sixteen faculty groups generated 218 responses expressing sources of job stress, a complete listing of which is appended. Stress management responses were also analyzed and the distribution of problem-solving perceptions among groups was checked. A list of the strategies is appended. Additionally, possible organizational responses to professional burnout were classified into the following four approaches: the authoritarian-moral approach, the clinical approach, the training approach, and the systems approach.

- **56. Lawrenson, Gary, and Archie J. McKinnon. Attrition, Burnout and Job Satisfaction of Teachers of the Emotionally Disabled. Paper presented at a Topical Conference of the Council for Exceptional Children, Minneapolis, August, 1980. 29p. Available ERIC. ED 195 104.

The study surveyed 33 teachers of the emotionally disabled to obtain information useful in teacher recruitment and the study of teacher attrition and burnout. Demographic data identified teacher characteristics. Data gathered included information on job satisfaction, dissatisfaction, and reasons for leaving the job. A followup structured telephone interview was conducted to gain additional information and to clarify initial findings of the study. Major areas of dissatisfaction included: difficulties with the administration, inconsistent support staff, excessive clerical and paper work, and lack of recognition for a job well done. Satisfaction was derived from student relationships and student growth. Major reasons for leaving the job were the same as the major dissatisfactions. Interview forms are appended.

57. Lessard, Claude, and Guy Pelletier. Les enseignants: attitudes et attentes face à leur travail. Montréal: Université de Montréal, 1978. 100p.

Plusieurs rapports de recherche touchant dix écoles du Québec et comportant chacun une centaine de pages.

- **58. Lipham, James, and others. The Relationship of Decision Involvement and Principals' Leadership to Teacher Job Satisfaction in Selected Secondary Schools. Madison, Wisc.: Wisconsin Univ., Research and Development Center for Individualized Schooling, 1981. 184p. Available ERIC. ED 207 129. Microfiche only.

Four secondary schools engaged in a program of individualized schooling were selected for this longitudinal study based on theories of decision-making, leadership, and job satisfaction. Researchers examined the relationship between staff job satisfaction on the one hand and the amount of decision-making and the staff's perceptions of principal leadership behavior on the other. The major findings of the study were that both staff involvement in decision-making and staff perceptions of principal leadership were significantly and positively related to job satisfaction.

- *59. Manitoba Teachers' Society. Report on Stress. Winnipeg: MTS, 1981. 19p.

This report on stress was prepared upon request of the 1980 Annual General Meeting of The Manitoba Teachers' Society. It

Includes information and recommendations concerning: early identification, cause and prevention, referral services, and responsibilities of the Society and employer.

- **60. Mazer, Irene R., and Marjorie Griffin. Perceived and Experienced Stress of Teachers in a Medium Sized Local School District. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, April, 1980. 20p. Available ERIC. ED 186 379.

A joint committee of a local teachers' association and the Tacoma Public Schools studied stress conditions for classroom teachers. Teachers estimated the magnitude of stress for forty-four events and noted those which they had actually experienced. "Involuntary transfer" was perceived as the most stressful event. Seventeen per cent of the teachers reported having been involuntarily transferred during the year of the study. Seventy-five per cent reported having to "manage disruptive children", an event which ranked fourth in the perceived stress gradings. A moderately high negative correlation (-.51) was found between reported stress-induced exhaustion and days absent. A similar but positive correlation (.46) was found for exhaustion and the number of stressful events experienced by a given teacher.

- **61. McCaskill, Edwin O., and others. A Research Study About Teachers' Perceptions of Job Satisfaction. 1979. 14p. Available ERIC. ED 184 205.

This study investigated teachers' perceived job satisfaction in relation to their work and the supervision they received from the principal. Surveys were collected from 682 teachers from 41 central Texas school districts. The instrument used to evaluate teacher perception of job satisfaction and supervision was the Job Descriptive Index. Results indicated that job satisfaction was related to having an annual contract rather than a probationary or continuing contract. Teachers working in grades K-6 in the fields of special education, vocational education, and elementary education were more satisfied educators. As class size and total student load increased, teacher work satisfaction decreased. Low salaries caused job satisfaction to decline. Teachers surveyed felt that the principal was a knowledgeable, helpful, and well informed supervisor, but that the principal did not offer enough individual assistance and was not available often enough.

- **62. Miller, Sheryl L. Teacher Burnout. 1981. 32p. Available ERIC. ED 204 317.

This study reviews journal literature on aspects of teacher stress and burnout. The annotated bibliography is organized

into three sections. In section one, symptoms of teacher stress and burnout are explored. Section two covers causes of stress and burnout. Section three deals with coping and preventive measures. In a concluding statement, it is noted that, since stress affects each individual differently, no one specific coping method can be suggested. Many of the articles suggest further research into the causes and widespread effects of teacher burnout.

- *63. Miller, William C. Dealing With Stress: A Challenge for Educators. Bloomington, Ind.: Phi Delta Kappa, Fastback #130, 1979. 30p. Available ERIC. ED 178 522.

Sources of stress and hypertension are examined from the perspective of the professional educator and educational administrator. Physiological and psychological causes and effects of stressful lifestyles are explored and suggestions are given for dealing with unhealthy amounts of stress.

- **64. Miskel, Cecil, and others. Expectancy Work Motivation, Central Life Interests, Voluntarism, Organizational Situation, Job Satisfaction and Perceived Teaching Performance. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April, 1979. 28p. Available ERIC. ED 170 279.

This study tested the hypotheses that expectancy work motivation, individual attitudes toward work, and structural and environmental components are predictors of teacher job satisfaction and effectiveness. Samples were selected from junior high school and higher education faculties. Subjects responded to open-ended questionnaires, and results were analyzed. Job satisfaction for both groups was predicated by expectancy motivation, voluntarism, central life interests, and similar job assignment variables. Expectancy motivation and complexity factors were predictors of perceived job performance. Findings suggest that expectancy motivation is potentially an important model for understanding the individual educator.

- **65. Moracco, John C. Burnout in Counselors and Organizations. Ann Arbor, Mich.: ERIC Clearinghouse on Counseling and Personnel Services, 1981. 26p. Available ERIC. ED 195 924.

Burnout is a condition that exacts a heavy toll on individual and organizational effectiveness. In this paper stress and burnout are defined and their relationship to each other is identified. A model for stress is developed so that intervention strategies can be based on practical and conceptual grounds. Burnout in human service organizations

is also indentified, and six conditions that contribute to burnout in organizations are explored: lack of funds, lack of flexibility, lack of decision-making powers for middle managers, task overload, little recognition for efforts, and nature of client population. One strategy for preventing burnout is the institution of a social-professional support group to provide opportunities for organizational and individual assessment, methods to reduce conflict, feedback and rewards, timeouts for individuals, and screening procedures for new counsellors.

- **66. Moracco, John C., and others. Stress in Teaching: A Comparison of Perceived Stress Between Special Education and Regular Teachers. Paper presented at the Annual Meeting of the Eastern Educational Research Association, March, 1981. 19p. Available ERIC. ED 202 828.

This study sought to determine some effects that stress has on teachers and if there were differences between the stress experienced by regular classroom teachers and the stress experienced by special education teachers. Subjects were elementary and secondary school teachers. The survey instrument used was the Teacher Occupational Stress Factor Questionnaire. Responses provided information on teachers' perceptions of professional adequacy, interpersonal relationships, and job satisfaction. Results indicated that individual psychological characteristics influence the perception of stress. Individuals scoring high on perfectionist attitudes were inclined to anticipate stressful events before they happened and the anticipation produced psychological changes characteristic of actual stress. No difference was found between regular and special education teachers in their perception of stress. It is concluded that stress is largely an individually perceived phenomenon caused by personality traits and individual belief systems, rather than by purely environmental or occupational factors.

- **67. Morgart, Robert A., and others. Alienation in an Educational Context: The American Teacher in the Seventies? Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, April, 1974. 94p. Available ERIC. ED 090 220.

The public school in the United States is a subsystem of the corporate infrastructure of American society and has four functions: socialization, selection, stabilization, and surplus absorption. Education, as a socializing institution, has become reified to the extent that a system of educational prerogatives embodies a reality which is separate and distinct from teachers. Because a bureaucratic structure

develops a self-perpetuating institutional ethos, teachers become objects that are fitted into a school program to serve delineated purposes. This diminishes their opportunity to remain vital, compassionate, and professional. The public school teacher is an alienated worker. By altering the basic premises of the bureaucratic structure in the schools, teachers can avoid the debilitating effect of occupational sterility.

- **68. Murnane, Richard J., and Barbara R. Phillips. The School as a Workplace: What Matters to Teachers? Seattle, Wash.: Mathematica Policy Research, 1977. 58p. Available ERIC. ED 137 285.

This study was conducted to determine whether differences in teachers' perceptions of their jobs primarily reflect differences in the teachers themselves, or whether the variance in attitudes also reflects significant differences in the characteristics of schools as workplaces. Data on seven dimensions of job satisfaction (teacher attitudes toward the school principal, curriculum, materials and procedures, colleagues, community attitudes toward education, teaching per se, and compensation) were collected from a questionnaire administered to 650 public school teachers in seven schools of a Midwest urban school district. Data analysis proceeded in two steps: (1) investigation of whether teachers in different schools have significantly different levels of job satisfaction. For all seven schools this significance did exist, indicating that the prediction of a teacher's job satisfaction necessitated knowing at which school the teacher worked; (2) investigation of attributes affecting each dimension of job satisfaction. Implications of the report indicate a need to recognize a multifaceted concept of job satisfaction, with school policies designed to take into account possible differential effects on various aspects of satisfaction. Tables presenting questionnaire results are appended.

- *69. National Association of Schoolmasters. Stress in Schools. Hemel Hempstead, Eng.: 1976. 62p.

This book contains articles designed to help the reader understand the stress syndrome, relate it to the teaching profession and suggest some ways of coping with the syndrome and its casualties. (See also #'s 27,28,38,97)

- *70. New Brunswick Teachers' Association. Ad Hoc Committee on Stress and the Teaching Profession. Report on Stress and the Teaching Profession. Fredericton: NBTA, 1982. 19p.

After reviewing some of the current research findings on teacher stress, this report centers on the identification of

stressors. Remedial action designed to assist teachers is the subject of recommendations addressed to NBTA, NBTf, employers, professional development boards and teacher education institutions.

- **71. New York State United Teachers. NYSUT Teacher Stress Survey. 1979. NYSUT United Teachers Information Bulletin. New York: New York State United Teachers, 1979. 10p. Available ERIC. ED 180 985.

Results of a survey conducted among the membership of the new York State United Teachers identifies causes of stress among teachers. Discipline problems and working with incompetent or unsympathetic administrators are reported as the two salient stress-producing factors. Differences in level of stress are found between urban, suburban, and rural teachers, as well as between varying age groups of teachers.

- **72. Newman, Katherine K., and others. Stress in Teachers' Midcareer Transitions: A Role for Teacher Education. 1980. 23p.

As classroom teachers progress through their teaching careers, they may encounter stressful transitional periods. There appear to be four major transitions in a teaching career: the first year, the tenth year, the twentieth year, and retirement. Each transition may result in the teacher's complete reevaluation of personal and professional goals. In an effort to help teachers understand the stages and transitions in their teaching careers, a graduate course has been developed at the University of Houston. Case studies are provided to elicit a subjective understanding of the personal and emotional aspects of midcareer crisis at various transitional stages.

- **73. Options in Education. Teacher Burnout, Parts One and Two. Programs No. 248-249. Washington, D.C.: George Washington Univ., Institute for Educational Leadership and National Public Radio, 1980. 28p. Available ERIC. ED 196 847.

This two part transcript of a public radio broadcast deals with the topic of teacher burnout. Numerous personal interviews were conducted with teachers with a view to understanding the causes of this problem from the vantage point of personal experiences. Some of the symptoms of teacher burnout are fatigue, frustration, and anger. Teachers need to engage in strict self-management in order to tolerate the stress that is associated with the job. Today, some teachers are trying to alleviate the problem with workshops on teacher burnout. They learn self-help by talking and engaging in exercises and games which produce a better understanding of assertiveness.

- **74. Pajak, Edward, and Arthur Blumberg. Teachers' Attachment to Work. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April, 1979. 20p. Available ERIC. ED 171 665.

The results of a study measuring the Central Life Interest (CLI) of public school teachers are presented. Elementary and secondary teachers responded to a questionnaire rating their attitudes as being job oriented, non-job oriented, or as having no preference. Four subscales measured the attachment felt toward the informal social relations among teachers, general affective experiences, attitudes toward formal organization in the schools, and the technical aspects of their jobs. The CLI configuration of the teachers in this sample was found to differ from other occupational groups. The majority were found to be not job oriented in their overall central life interest orientations.

75. Pelletier, Guy, Claude Lessard, and Josiane Basque. L'école secondaire publique au Saguenay-Lac-St-Jean, étude socio-pédagogique réalisée dans le cadre du projet Opération Humanisation, Fascicule 2: Les Enseignants, volume 1. Université de Montréal, Université du Québec à Chicoutimi étude effectuée par un membre du personnel, 1980. 290p.

Ce volume présente l'ensemble des données socio-démographiques, professionnelles et culturelles des enseignants rejoints par l'enquête O.H. En plus, deux chapitres sont consacrés à la satisfaction et à l'aliénation au travail des enseignants.

- **76. Perlman, Baron, and E. Alan Hartman. Burnout: Summary and Future Research. Paper presented at the Annual Convention of the Rocky Mountain Psychological Association, Denver, April, 1981. 45p. Available ERIC. ED 205 840.

This paper reviews, compares, and summarizes writings from 1974 to 1980 which address the concept of burnout. The 48 writings are summarized in a tabular format and presented in chronological order to provide the reader with a sense of trends. The table also includes authors, year of publication, the occupation of the "burned-out" individual, and the definition of burnout used in the writing. Based on an analysis of these definitions of burnout, the paper proposes a new definition encompassing emotional or physical exhaustion, lowered work productivity, and overdepersonalization.

- **77. Perlman, Baron, and E. Alan Hartman. An Integration of Burnout into a Stress Model. Paper presented at the Annual Meeting of the Southeastern Psychological Association, Washington, D.C., March, 1980. 30p. Available ERIC. ED 190 939.

The term "burnout" has become popular for describing a condition of workers and administrators in professions with a

high degree of people contact. Burnout involves feelings of exhaustion, development of chronic negative attitudes about oneself and/or clientele, and lowered job performance. A review of literature reveals that burnout as a concept is limited in definition and usefulness when compared with the concept of stress. Stress research is more useful in understanding the individual, outcomes of stress, and skilled coping technique development. Burnout can be best understood from a stress conceptualization as a sign of health strain or an outcome of harmful stress. Institutional and organizational environments are important, but the basic responsibility for minimizing harmful stress, health strain, and burnout lies with the individual. It may be necessary to move from the limited writings on burnout to the more extensive and useful research on stress to understand and cope with the problems of burnout.

- **78. Peterson, Ann R. Teachers' Changing Perceptions of Self and Others Throughout the Teaching Career: Some Perspectives from an Interview Study of Fifty Retired Secondary School Teachers. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, 1979.

Fifty retired teachers were interviewed in an effort to acquire information about how their attitudes and outlooks changed throughout the course of careers in secondary schools spanning an average period of 38 years each. Four areas of personal change were reported by the retired teachers as they recalled their careers: (1) changes in level of commitment to teaching; (2) changes in level of job morale; (3) changes associated with the physical processes of aging; and (4) changes in levels of tolerance. Results indicated that teacher attitudes and outlooks change in fairly predictable sequences that are in turn related to changes associated with the processes of adult development. A copy of the questionnaire used in the study is appended.

- **79. Plihal, Jane. Intrinsic Rewards of Teaching. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, April, 1981. 27p. Available ERIC. ED 200 599.

This research addressed three questions about the rewards of teaching: (1) how do teachers describe intrinsically rewarding teaching experiences; (2) how do the rewards of teaching relate to teachers' perceptions of the teaching activity; and (3) how does enjoyment of teaching relate to student achievement. Thirty elementary school teachers were observed and interviewed. Selected quotations from interviews provide insights into sources of teachers' satisfaction with

their work as well as factors that distract or disturb them. Teachers enjoyed their work most when their interactions with students gave them a feeling of competency in dealing with the demands of the teaching activity. Findings indicate that teacher enjoyment varies with the type of intrinsic reward considered most important, and with their attitudes towards the subject they are teaching. There was a positive correlation between teacher enjoyment and student achievement.

- **80. Poppenhagen, Brent W. A Comparison of Elementary School Principals to Junior/Middle and Senior High Principals on Perceived Job Related Tension, Participation in Decision Making, Job Involvement and Job Satisfaction. 1977. 20p. Available ERIC. ED 144 226.

This study was undertaken to establish whether and how elementary school principals differ from junior high or middle school principals and senior high principals in their perceptions of their jobs. The results indicate that, with the exception of one variable, no significant difference exists among these groups in their perceptions of job-related tension, of participation in and influence on decision-making, of job involvement, and of job satisfaction. The one variable on which elementary principals differed from their secondary counterparts related to amount of job interference with family life. Secondary principals tended to perceive more interference than did elementary principals. For the most part, all groups indicated general satisfaction with their jobs.

- *81. Pratt, John W. Perceived Stress Among Teachers: An Examination of Some Individual and Environmental Factors and Their Relationship to Reported Stress. MA research project, Univ. of Sheffield, 1976. 83p.

In this study, the reported feelings of stress of 124 primary school teachers were analysed to discover causes and effects. An inventory of 43 potentially stressful events was compiled from interviews with teachers. Using this, together with measures of personality, health and biographical data, an attempt was made to relate both individual and environmental variables to reported stress. Subjects were asked to record stressful events for five working days, rating these on a scale ranging from "slightly" to "extremely" stressful. Results showed that: (a) The five main sources of stress were staff relationships, disobedient children, aggressive children, inability to cope with teaching problems and concern for children's learning; (b) Financial deprivation in

the homes of the children taught was positively related to the incidence of perceived stress among teachers of all but the very youngest children; (c) Among teachers of the more deprived children stress increased with the age of children taught; (d) There was a positive association between the amount of stress recorded and illness; (e) Stress from the teaching environment was significantly associated with changes in the teachers' personal and domestic lives.

- *82. Pym, Bridget, and John Pratt. Reports of an Exploratory Attempt to Identify and Reduce Problems Connected with Feelings of Stress Among a Group of Middle School Teachers. Unpublished paper, 1977. Sheffield, England. 12p.

The investigation described here was one in which attempts were made to identify the areas of stress for individuals in a particular school. The authors then organized a number of group activities designed to reduce the identified stress experience. Details of methodology are given.

83. Rainville, Jean-Marie. Les relations du travail chez les enseignants. Montréal: Université de Montréal, École de relations industrielles, 1977.

- **84. Randall, William T. Stress Management for Educators. Tempe, Ariz.: Arizona State University, Arizona Educational Information System, 1980. 110p. Available ERIC. ED 193 788.

An educational system free of stress would make for a profession without achievement. While it is important to make sure that stress does not become so intense that it endangers or impairs mental or physical health, it can be a positive force when properly understood and controlled. This volume describes the kinds of stress, good and bad, that affect our lives. It presents techniques for assessing one's life for stress and methods of controlling it, including attention to diet, exercise, techniques for relaxing, and methods of positive behavior change. The materials presented will provide a framework rather than a formula or panacea because individual reactions and limits differ.

- **85. Rathbone, Charles, and Chaunce Benedict. A Study of Teacher Burnout at the Junior High School Level. Portsmouth, N.H.: New England Teacher Corps Network, 1980. 68p. Available ERIC. ED 190 547.

This qualitative research report focuses on the phenomenon of teacher burnout at the junior high school level. Three teachers were interviewed as to the role teacher burnout played in their professional and personal lives. A jury of

peers reviewed the transcriptions of these interviews and categorized interview data into five categories: How was burnout defined? What were the types of burnout reported? What efforts were expended to alleviate its effects? and What were the symptoms? The results are reported for those factors agreed to by all three members of the jury. The report concludes with observations concerning burnout at the junior high school level, suggested future research possibilities, and action steps public school personnel (administrators, teachers, students) might undertake to combat its debilitating effects.

- **86. Rayder, Nicholas F., and Bart Body. The Educational Forces Inventory: A New Technique for Measuring Influences on the Classroom. San Francisco, Calif.: Far West Laboratory for Educational Research and Development, 1975. 28p. Available ERIC. ED 179 580

The Educational Forces Inventory (EFI) charts the relative influence of 13 factors on teacher morale and classroom effectiveness. Ten general factors are: school principal, central office administrative personnel, other teachers in the school, parents, prescribed curriculum, testing programs, state legislation, physical facilities, community social environment, and curriculum personnel.

- **87. Reddick, Thomas L., and Joseph C. Fields. A Study of Professional Attitudes of Teachers in Five Public School Systems in Tennessee and Michigan. Paper presented at Mid-South Educational Research Association, New Orleans, 1978. 11p. Available ERIC. ED 161 863.

The object of this study was to determine the effects of professional negotiations upon the professional attitudes of teachers. A questionnaire was submitted to the teachers concerning their attitudes toward job satisfaction, interpersonal trust, organizational commitment, and career dissatisfaction. While analysis of the data indicates positive attitudes on the part of a majority of the teachers, it is concluded that the process of professional negotiation may cause the professional attitudes of teachers to be more negative than those of teachers who have not yet engaged in the process. A copy of the questionnaire is appended to this report.

- **88. Roddy, Eugene A. "Teacher" the Forgotten Component of the IEP. Paper presented at the Annual International Convention, The Council for Exceptional Children, Dallas, April, 1979. 14p. Available ERIC. ED 171 027.

The problems of teachers as they deal with the rapid changes brought about by PL 94-142 (Education for All Handicapped

Children Act) and other legislation have been largely ignored. While good mental health is essential, research reveals that many teachers can no longer cope with the stress of their profession. In a survey of teachers, 84% responded that they believed there are health hazards in teaching, with stress pinpointed as the major force affecting their health.

- **89. Schambler, Robert F. What to do When the Pyramid Crumbles: The Path from XA to YB Leadership. Paper presented at the National Adult Education Conference, October, 1981. 9p. Available ERIC. ED 209 434.

Teachers are alienated and dissatisfied with their jobs and often "burnout" because they must work in a bureaucratic structure in which all or most decisions are made by administrators and are expected to be carried out by professionals, rather than being made by the professionals or in collaboration with them. This pyramidal structure is based on an assumption called Theory X -- that is, that humans are lazy, will only do what profits them, must be forced to work and closely supervised. In contrast to this is Theory Y in which humans are seen as having a need to work, to pursue excellence, and to "self-actualize". Most organizational researchers today contend that the era of effective Theory X management has passed and should be replaced by a Theory Y style characterized by cooperation and shared responsibility. Moving toward such a structure would help solve some of the problems of teacher alienation today. Steps toward more participatory organizational management are presented.

- **90. Schwab, Richard L., and Edward F. Iwanicki. The Effect of Role Conflict and Role Ambiguity on Perceived Levels of Teacher Burnout. Paper presented at the Annual Meeting of the American Educational Research Association, April, 1981. 25p. Available ERIC. ED 202 850.

This study of 469 elementary and secondary classroom teachers examined the relationship between role conflict, role ambiguity, and teacher burnout. Three phases of burnout were examined: feelings of emotional exhaustion, negative attitudes toward students, and feelings of lack of accomplishment. Multiple regression analysis was used to examine the relationships. Two of the more important findings were: (1) Role conflict and role ambiguity explained a significant amount of variance in feelings of emotional exhaustion and negative attitudes toward students; and (2) Role conflict and role ambiguity differ in their relationship to the three burnout phases. Suggestions for minimizing role conflict and role ambiguity and recommendations for future research are presented.

- **91. Schwanke, Dean. Teacher Stress: Selected ERIC Resources. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1981. 81p. Available ERIC. ED 204 258.

This annotated bibliography lists journal articles and research reports on the problem of teacher stress and burnout. The first two sections include citations of general discussions which clarify the distinction between desirable and undesirable stress. The third section lists research and survey reports on teacher morale and job satisfaction. The focus is on teachers' attitudes toward their work, careers, and work environment. The fourth section focuses on teachers' relationships with administrators, school organizational structures, and teacher involvement in decision-making. Citations are given of literature dealing with morale building, organizational and administrative models for job satisfaction and stress reduction, and counselling services. The literature identified in the third and fourth sections is divided into two practical perspectives: individual/personal and organizational/administrative.

- *92. Schwartz, Rosalind M. New Developments in Occupational Stress. Proceedings of the Conference on Occupational Stress held in Los Angeles, Nov. 13, 1978. Los Angeles: University of California, Institute of Industrial Relations, 1979. 120p.

This volume contains proceedings of a conference held to acquaint managers and health care professionals with new developments in the field of occupational stress. Psychological stress research performed by the National Institute for Occupational Safety and Health from 1971 to 1976 is reviewed first with an emphasis on defining high-risk work groups and isolating specific sources of stress in the work environment which may influence worker health. This is followed by an examination of the relationships between coronary heart disease and machine-paced work with occupational stress and the rise of worker compensation claims based on cumulative injury, which includes stress-related diseases. The remaining papers deal with issues bearing upon the establishment of work-based programs to deal more effectively with occupational stress/strain.

- *93. Schwartz, Rosalind M. Occupational Stress. Proceedings of the Conference on Occupational Stress held in Los Angeles, Nov. 3, 1977. Los Angeles: University of California, Institute of Industrial Relations, 1978. 78p.

This volume contains the proceedings of a conference on occupational stress. Recent research done by the National Institute for Occupational Safety and Health is reviewed.

Studies include stress-related disease and mental health incidence rates by occupation, mass psychogenic contagion reaction in industry and the relationship of machine-pacing and stress. A study of the health consequences of shiftwork found no evidence that shift-workers suffered from severe health problems, however shiftwork might be related to decreased psychological well-being. The personality profile of individuals prone to develop heart disease is discussed. Ongoing stress management programs -- one in an aerospace company, one in a hospital -- are described. Biofeedback, as one successful approach to stress reduction, is described and discussed.

- **94. Shaw, Stan, and others. Preventing Teacher Burnout: Suggestions for Efficiently Meeting P.L. 94-142 Mandates and Providing for Staff Survival. Paper presented at the Annual International Convention of the Council for Exceptional Children, Philadelphia, April, 1980. 13p. Available ERIC. ED 187 048.

The authors consider the problem of special education teacher burnout and suggest administrative approaches to dealing with the problem. Personnel management strategies, such as specifying the role and student load for special educators, providing a complete job description to new staff, and providing support for staff (especially during the first year of adjustment) are suggested. Among organizational management options listed are developing efficient procedures; providing time, money, and staff involvement in policy modification and revision; and developing a comprehensive personnel development program.

- **95. Shaw, Stan F., and others. Stress and Burnout: A Primer for Special Education and Special Services Personnel. Reston, Va.: ERIC Clearinghouse on Handicapped and Gifted Children, 1981. 69p. Available ERIC. ED 201 168.

The primer is designed to help promote mental, physical, and emotional health in school personnel and to prevent job burnout, with primary focus on interventions that special education and special services personnel, administrators, and teacher trainers can implement to manage stress and prevent burnout. Nine chapters address the following topics: the problems of stress and burnout for educators, the problem of burnout for special services personnel, assessment of individual and organizational stress, modification of special education policies and procedures, inservice training, management of stress and prevention of burnout, the administrator's role, the role of the special services professional, and strategies for preservice training.

- **96. Shoop, Linda. Stress Management for School Personnel. Paper presented at the Annual Meeting of the National Council of States on Inservice Education, December, 1980. 18p. Available ERIC. ED 198 108.

A discussion is presented on the psychological and physical nature and origin of stress, changes in life stages that individuals make in response to events, and situations in life that create pressure and tension. This discussion is followed by examples of how to deal with stress through awareness of: communication skills; coping techniques, both physical and psychological, which will aid in prevention; and management and alleviation of stress. Four basic approaches to coping with stress are outlined: (1) reorganize life management and control styles; (2) manage the work environment by controlling its surroundings; (3) change attitudes toward the stressors in life; and (4) build up physical and psychological strengths and endurance.

- *97. Simpson, John. Stress, sickness absence in teachers, in Stress in Schools. Hemel Hempstead: National Association of Schoolmasters, 1976. (see #69)

Dr. Simpson's studies lead him to the conclusion that people under stress find a temporary refuge in short periods of withdrawal and that the resultant slight illnesses, caused by psychosomatic symptoms, are protective in nature.

- **98. Sparks, Dennis, and Janice Hammond. Managing Teacher Stress and Burnout. Washington, D.C.: ERIC Clearinghouse on Teacher Education and American Alliance for Health, Physical Education, Recreation and Dance, 1981. 49p. Available ERIC. ED 200 522.

This monograph offers a practical guide for identifying and managing those stressors that are in the specific domain of the individual: exercise, diet, sleep, interpersonal relations, time and conflict management, and relaxation. The first section covers stress theory: methods to identify and clarify stressors; restoration of a balanced perspective through examining job-related successes, satisfactions, and strengths; and consideration of blocks that often prevent people from integrating stress management techniques into their life styles. In the second section, specific techniques for managing stress are presented. The final section reviews the management techniques and suggestions discussed in previous sections.

- **99. Spivey, Glenward L. Relationships between the Morale and Change Orientation of Vocational Education Teachers in Alabama. Montgomery, Ala.: Alabama Research Coordinating Unit for Vocational and Technical Education, 1977. 127p. Available ERIC. ED 143 822.

In light of the accelerated rate of change in vocational education, research was done to clarify relationships among teacher attitudes which would assist administrators in facilitating change. This study investigated the relationship between morale and change orientation of Alabama vocational education teachers. Findings indicated there is a small relationship between morale and change orientation, the largest measured association being between change orientation and satisfaction with teaching. Conclusions were that teachers with high morale tend to have more positive attitudes toward change and that teacher morale is regulated by a number of variables including daily student load, adequacy of facilities and equipment, and age and education of the teacher.

- **100. Stapleton, James C. Teacher Brinkmanship and Job Satisfaction. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April, 1979. 23p. Available ERIC. ED 171 655.

It was conjectured in this study that a relationship should exist between teachers' attitudes toward brinkmanship and the teachers' job satisfaction. Two instruments, the Teacher Job Satisfaction Inventory and the Teacher Brinkmanship Inventory, were administered to 296 teachers and the results were intercorrelated. Analysis of the various factors and scenarios presented in the inventories and the intercorrelation showed that attitudes toward acts of teacher brinkmanship are related to the teachers' job satisfaction and derived primarily from the principal. Acts of teacher brinkmanship are not isolated acts related to nothing, and principals might do well to interpret such acts as functional and deal with them accordingly.

- **101. Sullivan, Cheryl Granade. Sources of Anxiety Within the School Setting as Reported by Emory University Preservice and Inservice Teachers. A Descriptive Study, 1979. 19p. Available ERIC. ED 179 536.

Data gathered at Emory University on sources of anxiety within the school setting indicated a dichotomy between 12 inservice supervising teachers and 12 preservice teachers. Preservice teachers reported concerns focused primarily on

pupils and pupil-teacher interaction. Inservice teachers had anxiety primarily because of various out-of-class aspects of teaching. Suggested alterations in the preservice and inservice teacher program are minor and involve increasing each group's awareness of the sources of anxiety for the other and providing formal and informal sessions for coping with anxiety. Samples of the survey forms used in the research are appended.

102. Swent, Boyd, and Walter H. Gmelch. Stress at the Desk and How to Creatively Cope. Eugene, Ore.: Oregon School Study Council Bulletin, Vol. 21, No.4, 1977.

Drawing upon data gathered from Oregon school administrators, the authors report that the specific school setting stressors which most bother administrators can be identified. Complying with rules was the number one source of stress, followed by burdensome amounts of time devoted to meetings and deadlines for completing reports. Coping techniques most commonly reported by the administrators are also listed.

- **103. Swick, Kevin J., and Patricia E. Hanley. Stress and the Classroom Teacher. What Research Says to the Teacher. Washington, D.C.: National Education Association, 1980. 35p. Available ERIC. ED 201 639. Microfiche only.

In the past decade, increased demands on teachers have often resulted in situations conducive to stress. Teacher stress is defined as the occurrence of perceived negative situations that result in adverse teacher reactions or behaviors. Teacher stress can result from situations in three areas: (1) environmental stressors, encompassing living conditions, job security, scheduling pressures, and federal programs and regulations; (2) interpersonal stressors, resulting from relationships with family, friends, students, parents and colleagues; and (3) intrapersonal stress, arising from personal or professional feelings of inadequacy, role conflict or ambiguity, lack of influence, or a sense of alienation. The results of stress can be positive or negative. Some stress management techniques are: organizing the environment to prevent unnecessary stress; using teaching teams; establishing personal and professional priorities; and providing for self-renewal.

- **104. Teacher Motivation. Research Action Brief Number 13. Eugene, Ore.: ERIC Clearinghouse on Educational Management, 1980. 5p. Available ERIC. ED 196 116.

Since there are few extrinsic rewards available to teachers, school boards should enhance intrinsic rewards in order to increase teacher motivation. Absenteeism may be reduced

through strong community support and teacher agreement with district policies. School boards can intensify job satisfaction by creating an environment that enhances teacher self-confidence and achievement. Trust and encouragement are very important. Teachers need to feel that problems will be solved in a non-threatening manner and that praise and acknowledgement are more than token gestures. The school board can promote community support through press releases and public relations campaigns informing people of teachers' positive accomplishments. Mini-grants may be awarded to teachers for the implementation of a new idea, or reimbursement may be offered for inservice activities. Finally, teachers may be involved in the decision-making process, working for their own goals as well as for the school's. A sense of influence and achievement are critical in motivating teachers.

- **105. Teacher Satisfaction in Georgia and the Nation: Status and Trends. Teacher Burnout: Causes and Possible Cures. Issues for Education Series. Atlanta: Georgia Professional Standards Commission, 1980. 46p. Available ERIC. ED 194 515.

Researchers have attributed teacher turnover at both the state and national levels to the high incidence of teacher stress or burnout, a syndrome resulting from a variety of individual, organizational, and societal factors. Burnout involves physical, emotional, and attitudinal exhaustion generated by excessive demands upon the individual's energy, emotions, or resources. Common symptoms include diminished pleasure in teaching; increased use of sick leave, drugs, or alcohol; irritability; fatigue; depression; insomnia; and physical problems ranging from migraine headaches and chronic back pain to ulcers. Causes include inadequate administrative support, lack of intrinsic rewards, increase in disciplinary problems, isolation, and inadequate professional training. Society's attitudes and expectations often compound the stressful situations present within the school environment. Some consequences of teacher burnout are teacher turnover, physical and mental illness, and negative effects on student achievement. A wide range of options for minimizing or eliminating teacher burnout exists. A cooperative effort involving teachers, administrators, school systems, teacher preparation institutions, and the public will help to achieve this goal more quickly. A successful antiburnout campaign will contribute to enhanced public respect for educators and increased confidence in the quality of educational institutions.

- **106. Terborg, James R. Individual and Group Behavior in Educational Organizations under Environmental Stress. Final Report. Washington, D.C.: National Institute of Education, 1978. 50p. Available ERIC. ED 172 438.

The purpose of this report was to consider factors that might be important for understanding how schools as organizations respond to environmental stress. Literature from psychology, sociology, education, and political science is reviewed and an attempt is made to integrate a diverse body of findings, using concepts from general systems theory and from stress research. A framework is presented that identifies variables of interest, suggests possible dynamic processes, and considers situational factors that facilitate and inhibit behavior. Some suggestions for the conduct of research are offered in the hope that future efforts to study schools as organizations would include concepts from psychology and sociology.

- **107. Thompson, Lois J., and Ronald W. Jacques. Partners in Encouragement: A Peer Counseling Model for Teachers. Paper presented at the Annual Convention of the North American Society of Adlerian Psychology, Amherst, Mass., June, 1980. 15p. Available ERIC. ED 195 871.

This description of the Partners in Encouragement (PIE) program and the methods used to implement the program provide a model for school counselors to combat teacher burnout and improve morale. A discussion of the preliminary planning needs focuses on ways to inform prospective participants of the program, and outlines the introduction to be presented at the first group session. Topics covered in the weekly sessions, as well as the theory and rationale, are presented. Activities include building helping skills, becoming more non-judgmental, learning to evaluate personal skills, and sharing experiences through the encouragement process. Partnership meetings are also described, in which two teachers meet for a one-hour encouragement session once a week, with each person acting as both an "encourager" and an "encouragee". Program results, teacher responses, and the application of PIE to other settings are also provided.

- **108. Thompson, Sydney. Motivation of Teachers. ACSA School Management Digest, Series 1, Number 18. ERIC/CEM Research Analysis Series, Number 46. Eugene, Ore.: Association of California School Administrators, 1979. 50p. Available ERIC. ED 178 998.

This publication discusses intrinsic teacher motivation by reviewing human resources literature and making use of educational literature and interviews with working educators.

First it provides sketches of the work motivation theories of McGregor, Maslow, Herzberg, and Deci. Next, the paper examines the work and problems of teachers. Finally, it offers a review of strategies for enhancing the motivation of teachers, such as praising and providing feedback. The paper concludes that administrators should accept teachers as partners in a collective pursuit. They should seek to ease the frustrations of teaching and encourage teachers' effectiveness and achievement of psychic rewards.

- *109. Truch, Stephen. Teacher Burnout and What to do About It. Novato, Calif.: Academic Therapy Publ., 1980. 139p.

Many factors contribute to teacher stress and burnout including discipline problems, physical and emotional abuse of teachers, low pay, little support from superiors, public criticism of educational quality, and an almost traditional attitude of low esteem for teachers as professionals. Studies of current teacher education programs indicate that teachers enter the field poorly prepared to cope with the problems they will face. The development of the master teacher concept could improve the climate of schools of education as well as that of elementary and secondary schools. The thorough training required to produce a master teacher would raise the professional level of teachers and assure them of heightened self esteem and greater respect from the community and their students. The stress that is endemic in our society today affects teachers both in and out of the classroom. Specific techniques are available for identifying personal stressors and dealing with them in a practical way.

- **110. Tung, Rosalie L. Occupational Stress Profiles of Male Versus Female Administrators. Paper presented at the Annual Convention of the American Psychological Association, New York, September, 1979. 12p. Available ERIC. ED 190 936.

Many employers have asserted that women are not good candidates for administrative positions because they cannot stand up to the pressures and stress associated with administrative responsibilities. To test the validity of this assertion, a comparison was made of the occupational stress profiles of male and female educational administrators in Oregon. The Administrative Stress Index, a 35-item questionnaire, was developed and sent to 1,855 school administrators. Four interpretable factors were obtained from 25 of the 35 items: (1) role-based stress, associated with the administrative role and responsibilities; (2) conflict-mediating stress, concerned with conflict resolution

among students, parents, and school; (3) task-based stress, day-to-day stress in an organizational setting; and (4) boundary-spanning stress, arising from administrator activities in relating the school to the external environment. One-way analyses of variance, conducted on 1,156 useable questionnaires, showed that female administrators experienced substantially lower levels of occupational stress on all four dimensions than their male counterparts, suggesting implications for recruitment of women into administrative positions.

- *111. Turgeon, Dr. Pierre. Thank God, it's Friday, or is it? Toronto: Ontario Public School Men Teachers' Federation, 1982. 97p.

Written in a light and easy to read style and directed particularly to teachers, this book attempts to answer the following questions: (1) What are the multifaceted sides of stress; (2) What is a suggested "stress inoculation" program that could possibly be useful to teachers; (3) What are some ways of analyzing the present situation of teachers as it relates to stress. The book addresses itself to the practical side of the stress debate.

- **112. Walley, William V., and Joseph P. Stokes. Self-Help Support Groups for Teachers Under Stress. Bethesda, Md.: National Institute of Mental Health, 1981. 11p. Available ERIC. ED 209 212.

The development of a program of self-help support groups for teachers experiencing stress in Chicago public schools is described. These support groups attempted to alleviate stress-related illness by reducing teacher isolation and by enabling teachers to help each other cope with problems and fears.

- **113. Wallin, J.H.A. Research Agenda for the 80's: Some Urgent Problems in the Administration of Schools in Canada's Provinces. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, 1978. 25p. Available ERIC. ED 153 319. Microfiche only.

The speaker notes specific areas in which research needs to be done on student alienation, teacher alienation, and the organization of teaching that helps create teacher alienation.

- *114. Welch, David I, Donald C. Medeiros, and George A. Tate. Beyond Burnout; How to Enjoy Your Job Again When You've Just About Had Enough. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1982. 370p.

The authors deal with the problem of burnout as it occurs in the "helping professions" -- teachers, principals, lawyers,

policemen, doctors, nurses, dentists, clergymen, counsellors, executives, secretaries and journalists. The various chapters are divided into sections dealing with causes of burnout, symptoms of burnout and suggestions for prevention and relief. Forty pages are devoted specifically to burnout as it affects teachers and principals.

- **115. Whitebook, Marcy, and Carollee Howes. Who's Minding the Child Care Workers? A Look At Staff Burn-Out. Paper presented at the Annual Meeting of the National Association for the Education of Young Children, San Francisco, 1980. 27p. Available ERIC. ED 188 764

This study investigates "burn-out" and turnover among workers in child care settings. A total of 95 persons working in 32 child care centers in San Francisco were interviewed by telephone. Major findings confirm the commonly held assumption that child care staff are underpaid and overworked, and suggest that the high rate of turnover and "burn-out" of child care personnel is linked to working conditions and job satisfaction based on job title, funding source and length of program day. Suggestions for changes within and beyond the child care center are made.

- **116. Wood, J.M. Towards Improving the Quality of Work Life in Education. Paper presented at the Annual Meeting of the National Conference for Educational Administration, Melbourne, Austr., September, 1981. 20p. Available ERIC. ED 208 566. Microfiche only.

Addressing the need to consider ways in which the quality of educator work life can be improved, the author uses J. Walton's eight-point definition of the quality of work life as a framework for discussion. The eight points include: (1) adequate and fair compensation, in which financial incentives are provided for advanced coursework; (2) safe and healthy working conditions, in which flexible time options are available; (3) opportunities to use and develop human capacity, so that teachers gain autonomy and perspective; (4) chances for continued growth and security, including career development and advanced opportunities; (5) social integration, which revolves around stratification and upward mobility; (6) teacher participation in school-based decision-making; (7) the balancing of work with life-space considerations and leisure needs; and (8) ensuring the social relevance of work life, so that society's demands and the tasks performed by schools do not diverge. In each area, the author points out methods for improving teachers' and other educators' work lives.

117. Woodard, Samuel L. Reducing Stress on Black Administrators. New York: Vantage Press, 1978.

This booklet is a compilation of three papers presented at an interdisciplinary conference related to stress for black school administrators. The essential premise underlying the conference was that black school administrators experience different and significantly greater stress-related pressures than do their white counterparts.

- *118. World Confederation of Organizations of the Teaching Profession. Teacher Stress. Morges, Switzerland: WCOTP, 1981. 23p.

The complex of factors related to teacher stress on a world-wide basis are discussed under the following headings: stress related to conditions of work, personal and professional relationships, demands of the community, health and safety factors, politically motivated threats to teachers and violations of their human rights, and professional satisfaction. The role of teacher organizations in relation to teacher stress is discussed. The ILO is encouraged to study the problem as an important manifestation related to teachers' conditions of employment and work.

- **119. Zabel, Robert H., and Mary Kay Zabel. Factors Involved in Burn-Out Among Teachers of Emotionally Disturbed and Other Types of Exceptional Children. Paper presented at the Annual International Convention of the Council for Exceptional Children, April, 1981. 31p. Available ERIC. ED 204 943.

Questionnaires were mailed to 765 special education teachers to determine if the concept of burnout is relevant to teachers of exceptional children and to determine if the age level, delivery model, and type of children served are related to the experience of burnout. Among findings were the following: (1) Teachers with responsibility at the junior high level ranked highest on the measure of emotional exhaustion and depersonalization and were also lowest on the measure of personal accomplishment; (2) When the "other" category of service delivery model is omitted from consideration, consulting teachers ranked highest on both emotional exhaustion and depersonalization, but also highest on the measure of personal accomplishment; (3) Teachers of hearing impaired, followed closely by those of emotionally disturbed and gifted students, indicated the greatest frequency of emotional exhaustion; (4) Younger teachers expressed more emotional exhaustion and depersonalization and less personal accomplishment than older teachers; (5) Number of years of teaching experience in regular education correlated negatively with the measures of emotional exhaustion, depersonalization, and personal accomplishment; and (6) Teachers' ratings of the support from their administrators, fellow teachers, and parents did appear related to the three burnout measures. Tables with statistical data are appended.

B. ARTICLES

120. Adams, David W. Tired and frustrated teachers. Today's Education 64:1:37,40,41 1975.

The causes of teachers' frustrations and weariness are discussed. Five suggestions are given that might promote better professional efforts among teachers.

- *121. Adkinson, Judith A. Promoting women in educational administration: a case study of conflict and stress. Administrator's Notebook 27:5:1-4 1978-79.

Project ICES was designed as a model for increasing the numbers of women holding administrative positions in Kansas public school systems. The organizational characteristics that promoted conflict and participant stress and the unplanned mechanism that reduced conflict are described.

122. Ahluwalia, S.P. Development and standardization of a teacher attitude inventory. Scientia Paedagogica Experimentalis 13:2:177-185 1976.

- *123. Alley, Robert D. Selected annotated bibliography. Action in Teacher Education 2:4:63-77 Fall '80

This highly selective bibliography attempts to highlight quality materials which encompass mostly recent, easily obtainable, easily read and understood books and monographs dealing with stress. Topics are classified under the following headings: general; school settings; time management; coping, biofeedback and other therapies; and media-based materials.

- *124. Alley, Robert D. Stress and the professional educator. Action in Teacher Education 2:4:1-8 Fall '80.

This lead article in an issue devoted entirely to stress in the teaching profession provides readers with a description of some of the conditions surrounding schooling and education today, conditions which are resulting in more stress for teachers and others directly involved with education. Working definitions of key terms are presented along with a general breakdown of some sources of stress.

- *125. Anderson, Stuart A. Lifestyles/personal health care in different occupations. NASSP Bulletin 65:449:36-39 Dec '81.

The American Academy of Family Physicians initiated a study to identify and examine certain life-style patterns in representative groups of people. This article presents the responses from teachers, including their perceptions of factors contributing to stress, i.e.: problems at home and allocation of time.

- *126. Austin, Dean A. The teacher burnout issue. Journal of Physical Education, Recreation and Dance 52:11-12:35-36 Nov-Dec '81.

Stress and burnout are defined independently. Causes, symptoms and consequences of burnout are discussed. Coping strategies are presented.

- *127. Awender, Michael. Reflections on a changing educational environment. Education Canada 18:2:40-43+ Sum'78.

This article reflects on some serious educational problems -- a lack of time, a lack of promotional possibilities, a lack of clear relevant curriculum, and a lack of leadership -- faced by teachers. These conditions are causing morale and motivational difficulties.

- *128. B.C. teachers' helpline busy. OPSMTF NEWS -:2 Feb 19 '82

Progress report on the stress crisis line established by BCTF shows that the service has assisted over 100 teachers in the first few months of operation.

- *129. Balderson, James. "Executive Well-Being: Stress and Administrators"; Coping with stress. Canadian School Executive 1:2:24 1981.

This article reviews the book Executive Well-Being: Stress and Administrators. Practical suggestions to reduce stress are given.

- *130. Banks, Carolyn. Troubled teachers walk in for help. American Education 9:4:28-30 1973.

On the theory that teachers, too, have their hangups, a Maryland clinic provides free psychiatric counselling to those who need it.

- *131. Bardo, Pamela. The pain of teacher burnout: a case history. Phi Delta Kappan 61:4:252-54 Dec '79.

A former teacher recounts her reasons for leaving the profession.

- *132. Barnes, Leslie W.C.S. Occupational stress and employee health. IR Research Reports 3:6:5-6 Jy/Aug '79.

This article reviews a research study relating to occupational sources of stress as a causal factor in cases of coronary heart disease and mental ill health.

- *133. Bawtinheimer, Harriett. Classroom tips from Project TEACH: you can lessen your stress. BC Teacher 59:2:73 Nov-Dec '79.

Project TEACH is a program expressly designed to help teachers reduce stress and to give them more energy and

enthusiasm. Based on 15,000 hours of research and field testing of successful techniques, it is a practical and instantly applicable approach to dealing with the non-curricular aspects of everyday teaching.

134. Bayerl, John A., and Thomas E. Mackenzie. Unload, don't overload: a workshop model on stress in education. School Counselor 29:1:54-60 Sept'81.

This article describes a workshop model designed to make participants aware of several important concepts related to stress and stress management. Questions discussed in group format seek to identify sources of stress and methods of coping. The advantages of the workshop model are noted and a team approach is suggested.

- *135. Bell, Warren E. Obstacles to urban school renewal. Theory into Practice 18:2:65-72 Apr'79.

The multiple problems facing urban school teachers and administrators are identified and analyzed.

136. Bendiksen, Marilyn Mathews, and Robert Bendiksen. On the firing line: role problems of educators of the gifted. Roeper Review 2:3:4-7 Feb-Mar'80.

This article discusses the problems and stresses which teachers of the gifted may encounter in working with other teachers and the school system. The difference between role pressure, which is seen as a positive pressure, and role strain, which is viewed as a negative force leading to low morale, tension and poor communication patterns is considered.

137. Betkouski, Marianne. On making stress work for you: strategies for coping. Science Teacher 48:3:35-37 Mar'81.

These workshops for science teachers on strategies for reducing stress and techniques for problem solving utilize the Direct Action to Risk Enrichment chart to investigate possible sources, reactions, and coping mechanisms of stress.

138. Blake, Ronald E. A primary prevention model for burnout. Human Services in the Rural Environment 5:6:21-26 Nov-Dec'80.

The author describes a study of the effectiveness of primary prevention in relieving some of the signs and symptoms of teacher burnout. The format of a teacher inservice program which addresses teacher burnout is included.

- *139. Bloch, Alfred M. Combat neurosis in inner-city schools. American Journal of Psychiatry 135:10:1189-1192 Oct '78.

The author studied 253 classroom teachers who were referred for psychiatric evaluation because of varying degrees of psychological stress and physical trauma. These teachers had experienced actual assault or the threat of assault in inner-city schools. The author evaluated these patients' ego functioning, attitudes, current life situations, and the presence of any predisposing factors. On the basis of these evaluations and using guidelines established in studies of combat neurosis, he recommends that individuals who experience severe occupational stress be provided psychological training to prepare them to handle stress, constant support from and access to, people in administrative positions, and a mechanism for crisis intervention.

- *140. Bloch, Alfred M. The battered teacher. Today's Education 66:2:58-62 Mar-Apr '77.

Methods for the prevention and control of stress and trauma in physically assaulted teachers include preparedness training, formation of crisis intervention teams, and morale-improving techniques such as staff support, rotation of teaching assignments, and direct access to school boards for grievance reports.

141. Bridges, Edwin M. Job satisfaction and teacher absenteeism. Educational Administration Quarterly 16:2:41-56 Spr '80.

Existing research on the relationship between job satisfaction and employee absenteeism in the private sector clearly shows that job satisfaction is not a major factor in absenteeism. To determine whether a similar pattern prevails in educational organizations, a study was conducted among elementary teachers. Although the results of this study are consistent with the previous research, there is evidence to suggest that the relationship between job satisfaction and absenteeism, tenuous as it appears to be, is conditioned by the design of the teacher's job. Specifically, job satisfaction and absenteeism are more apt to be related under a condition of high work interdependence than under moderate or low interdependence.

- *142. Brodsky, Carroll M. Long-term stress in teachers and prison guards. Journal of Occupational Medicine 19:2:133-137 Feb '77.

An increasing number of workers, especially teachers and prison guards, are filing claims alleging that the constant and cumulative stress of their jobs has caused them to become physically or mentally ill and socially disabled. The author theorizes that there is a similarity between these two occupations in that both groups serve as custodians of persons who are in their charge not by choice, but by force.

of law and that the resulting relationships are similar. This article goes on to consider ways in which these occupations produce long-term stress, the differences between long- and short-term stress in nature and effects, and some possible methods of improving the work environment in these institutions and so improving the health of society.

- *143. Brown, Frank. Job satisfaction of educational administrators: a replication. Planning and Changing 7:2:45-53 Sum'76.

A survey among four levels of school administrators, utilizing Lyman W. Porter's instrument, revealed that job satisfaction was correlated with one's position in the hierarchy. However, only two levels of administration surfaced, a top and a bottom. Principals and central office directors (and supervisors) enjoyed their work the least, while assistant superintendents and superintendents enjoyed their work the most. A stairstep hierarchy of job satisfaction among the four levels of administration was not evident as expected.

- *144. Brown, G. Ronald, and Patrick W. Carlton. How to conquer stress when you can and cope with it when you can't. National Elementary Principal 59:3:37-39 Mar'80.

This article presents some techniques principals can use in coping with stress. The techniques include watching one's diet, exercising vigorously, using the "relaxation response", and being aware of one's stress limits.

- *145. Brown, Tom. Coping with stress -- some practical approaches. School Guidance Worker 32:5:39-42 May-Je'77.

The author describes stress and its effect on the counsellor. The use of relaxation training is presented as well as a bibliography of books, journal articles, and tape recordings dealing with the subject of stress.

146. Bruno, James E. Morale-affecting stressors: an analysis of black, white, and Hispanic elementary schools. Urban Education 16:2:175-203 Jul'81.

Teachers from predominantly black, white, or Hispanic inner-city elementary schools report on the factors which cause physical and mental stress. The report claims that these stresses undermine teacher morale, and ultimately, the quality of instruction suffers.

- *147. Budge, David. The stress taboo. The Teacher 36:16:3 Apr 25'80.

A number of studies conducted on British teachers to determine the extent and degree of stress suffered by teachers under various conditions are discussed. Solutions are offered by the researchers.

148. Bundy, O. Keith. Everything you always wanted to know about professional burnout but were afraid to ask. Contemporary Education 53:1:9-11 Fall'81.

The main cause of professional burnout is stress. Both teachers and counselors are experiencing professional burnout in increasingly significant numbers. Solutions to the problem of professional burnout include: (1) a more realistic professional training; (2) improvement of organizational structure and (3) relaxation techniques.

- *149. Burnout: An occupational hazard. Reporter (OECTA) 4:32 Mar'79.

The symptoms of burnout are discussed. Specific suggestions are given to combat this syndrome.

150. Butler, Walter, and Jeffrey Gorrell. Stress and the middle school administrator. American Middle School Education 1:3:28-32 Fall'78.

Common stressors experienced by middle school administrators and primary reactions to such situations are described. In light of research on adaptation to stress, methods of coping are suggested.

151. Butt, Fairfield. Teaching: how to handle the pollution. Pointer 24:2:22-23 Wtr'80.

Ways of handling stress in teaching are suggested, including acknowledging that stress is present, admitting one's own responsibility in creating any conflict or situation bringing about stress, examining more than one possible solution, and seeking help from someone who can actually affect the situation.

152. Cacha, Frances B. Teacher burnout: causes and solutions. Kappa Delta Pi Record 18:1:26-27+ Fall'81.

This article summarizes some recent findings on the causes of teacher burnout and suggests things that individual teachers, administrators, and professional organizations can do to alleviate stress.

- * 153. Cardinell, Charles F. Burnout? Mid-life crisis? Let's understand ourselves. Contemporary Education 52:2:103-08 Wtr'81.

Definitions are provided which permit an analysis of stress, career burnout, and mid-life professional crises among teachers. Burnout is defined as the mid-career deterioration of job performance. Observation of teacher burnout symptoms shows that many teachers lose commitment to the profession as their careers develop.

- *154. Cardinell, Charles F. Teacher burnout: an analysis. Action in Teacher Education 2:4:9-15 Fall '80.

The author argues that teacher stress and burnout are not abnormal occurrences and are in fact common and predictable. Educators and others are encouraged to recognize this and to devise and implement strategies and experiences to reduce at least the intensity of the phenomena so that teacher satisfaction with work can increase while the commitment to work during the age period 30-50 is high. The author calls for renewing the value placed on teaching as an activity and profession.

- *155. Cavanagh, Gray, and Ken Styles. Living and teaching with stress. Ontario Education 12:1:10-14 Ja-Feb '80.

An inventory of forms that stress may take in the lives of educators is presented under nine general headings: expectations, self-fulfillment, ego needs, student-teacher relations, personal competence, self relationship, conflicting values, social approval and professional constraints. Educators need to take a constructive attitude toward stress by adapting positively to the pressures stress generates, rather than trying to eliminate stress entirely. Some stress-reducing principles for detrimental forms of stress are presented.

- *156. Chamberlin, Leslie J. Burnout; a threat to teachers. School and Community 68:8:14-17 Apr '81.

The stages identified by Dr. Hans Selye in his research on the physical reaction to stress are explained. Psychological reactions are also discussed. Teachers are urged to resist the temptation to isolate themselves when experiencing burnout symptoms. There are many resources available within the teaching community which can be used to alleviate stressful situations.

157. Channon-Gilliss, Geraldine. Are today's teachers caught in the life cycle squeeze? Link 5:3:9-1 Jan-March '81.

The Director of the Canadian Teachers' Federation Research and Information Services applies to the teaching force the theory that "interlocking patterns of age, family life stage, financial status and work situation combine at intervals throughout the individual's life to produce significant periods of low morale and dissatisfaction with life and work". A table superimposing a hypothetical morale curve on an age distribution of the Canadian teaching force is presented.

158. Christenson, Jane. Burning and burnout. English Journal 70:4:13-16 Apr'81.

This article examines the extended metaphor of "burnout" as it applies to the teaching profession. Three ancient Celtic Invocations for the better tending of fires, which reveal ways that teachers can burn with enthusiasm without burning out from apathy are presented.

- *159. Cichon, Donald J., and Robert H. Koff. Stress and teaching. NASSP Bulletin 64:434:91-104 Mar'80.

Implications of teacher responses to the Teaching Events Stress Inventory completed by about 22 per cent of Chicago (Illinois) teachers are discussed.

- *160. Coates, Thomas J., and Carl E. Thoresen. Teacher anxiety: a review with recommendations. Review of Educational Research 46:2:159-184 Spr'76.

This study reviews research on the incidence of anxiety among teachers, the sources of anxiety, the effect on students and methods used to reduce teacher anxiety.

161. Cogen, Patricia. M*A*S*H Rx for teachers: take two smiles, call me in the evening. Instructor 89:2:126-28,30 Sept'79.

The author presents ideas to counteract teacher burnout and sagging teacher morale based on the attitudes of characters in the television show M*A*S*H.

- *162. Colligan, Michael J., et al. Occupational incidence rates of mental health disorders. Journal of Human Stress 3:34-39 Sept'77.

This study attempted to provide occupational health professionals with an empirical basis for identifying and selecting specific occupations for further research into the relationship between job stress and worker health. This involved an examination of the admission records of community mental health centers throughout Tennessee to determine the incidence rate of diagnosed mental health disorders for 130 major occupations, including teaching. The results indicated a disproportionate incidence of mental health anomalies among the hospital/health care professions. Teachers did not appear in the top 30 stressful positions. For further discussion see "Low-stress jobs..." (# 269).

- *163. Colquhoun, Martha. Stress -- opportunity knocks. Manitoba Teacher 59:3:5 Nov'80.

Recent concerns about stress in the teaching profession have prompted many teachers to request and attend a variety of workshops on stress management, meditation, relaxation techniques, bio-feedback, high-level fitness and time-management. Various programs and an in-house study being undertaken in Manitoba are discussed.

- *164. Cook, Donald H. Teacher morale: Symptoms, diagnosis and prescription. Clearing House 52:8:355-58 Apr'79.

Five critical components of teacher morale are outlined: administrative leadership, administrative concern, personal interaction, opportunity for input, and professional growth. For each component, the author lists behavioral symptoms of a morale problem and ways the administrator can diagnose the difficulty and prescribe a solution.

165. Crase, Darrell. Development activities: A hedge against complacency. Journal of Physical Education and Recreation. 51:9:53-54 Nov-Dec'80.

Suggestions for personal development activities which teachers may use to combat burnout and complacency are listed.

166. Cuban, Larry. Teaching the children: does the system help or hinder? Part II: The elements of the system. ASCD Yearbook 147-160 1971.

The crucial problems related to the time and work demands made on teachers are portrayed. The author also describes the hierarchical patterning of authority.

- *167. Davies, Paula. Why I quit teaching. ATA Magazine 58:1:22 Nov'77.

A former teacher discusses the frustrations she experienced as an idealistic teacher attempting to stimulate and challenge her students -- frustrations mainly bureaucratic in nature -- which eventually caused her to abandon teaching.

- *168. Davis, F. William. Job satisfaction and stress. Journal of Physical Education, Recreation and Dance 52:11-12:37-38 Nov-Dec'81.

A summary of the findings of a survey about sources of job satisfaction for K-12 physical educators is presented.

Techniques for physical education administrators to employ in reducing job-related stress and developing greater job satisfaction among staff members are discussed.

- *169. Dedrick, Charles V., and others. Teacher stress: a descriptive study of the concerns. NASSP Bulletin 65:449:31-35 Dec'81.

A recent survey of K-12 teachers in a middle-sized midwestern school system sought to identify the stressful conditions of the teaching profession as perceived by teachers. Women ranked lack of time as the greatest source of stress while men ranked disruptive students as the most stressful condition.

- *170. Desjardins, Louis-Marcel. Le stress: une force positive. Entre Nous 13:3:3,6 Feb'81.

L'article résume une conférence présentée au congrès du Conseil des directeurs des écoles franco-ontariennes. L'auteur développe cinq dimensions principales du stress: 1) les types de comportement; 2) les agents stressants; 3) le stress: une brève définition; 4) nos ressources humaines; 5) comment animer nos ressources humaines.

- *171. Dillon, Elizabeth A. Did we all let Barry die? Journal of Teacher Education 29:5:30 Sept-Oct'78.

Schools of education should provide teachers with the ability to cope with the tension and stress they will be subjected to in the classroom.

172. Divoky, Diane. Moonlighting: occupational hazard or benefit? Learning 7:3:40-45 Nov'78.

Teachers frequently work at second jobs outside of school time, usually because of financial need.

- *173. Ducharme, David J. Dealing positively with program shifts and organization malaise in a difficult education environment. OCLEA 15:17-19 Wtr'79.

It is the intent of this article to bring together briefly some suggestions for meeting the effects of fewer students, short money and public questioning on program and on organization health. It seeks to do so in a positive, realistic manner which avoids excesses of either optimism or pessimism. The author argues that many morale problems can be avoided by future-oriented planning within the organization which will reduce uncertainty about future job security.

- *174. Dunham, Jack. Disruptive pupils and teacher stress. Educational Research 23:3:205-13 Je '81.

Teachers have identified a number of stress situations in their work with disruptive children: insecurity because of student unpredictability, doubting their own effectiveness, frustrated attempts at communication with other professionals, and feelings of isolation and limited social relationships.

- *175. Dunham, Jack. The effects of disruptive behaviour on teachers. Educational Review 29:181-187 Je '77.

Teachers respond to the demands of teaching disruptive pupils in a number of ways including frustration, anger, anxiety and absenteeism, sometimes because of psychosomatic symptoms. A minority leave teaching for less demanding work. Those teachers who have to cope with difficult children need extra support from their colleagues and supervisors. In-service management training and continuing support are essential for the development of schools as "caring communities".

176. Dunham, Jack. An exploratory comparative study of staff stress in English and German comprehensive schools. Educational Review 32:1:11-20 Feb '80.

177. Dunham, Jack. Stress of working with maladjusted children. Therapeutic Education 5:2:3-11 Aut '77.

- *178. Duea, Jerry. Presidents rate their duties for time, importance, and stress. Phi Delta Kappan 62:9:649-51 My '81.

The author examines how college presidents spend their time and the stress associated with their duties.

179. Earls, Neal F. How teachers avoid burnout. Journal of Physical Education, Recreation and Dance 52:9:41-43 Nov-Dec.81.

In two studies, experienced teachers who demonstrated enthusiasm and commitment to self improvement listed causes of teacher burnout, including: (1) the repetitiveness of physical education teaching; (2) additional employment; and (3) inability to cope effectively with both teaching and coaching.

- *180. Ellenbury, F.C. More than a bandaid for burnout. Clearing House 55:4:153-154 Dec '81.

The role of the supervisor in alleviating teacher burnout is emphasized.

181. Elshof, Annette, and Elaine Tomlinson. Alleviating stress for women administrators. Journal of the NAWDAC 44:2:37-41 Wtr'81.

Describes a workshop designed to help women administrators assess individual stress levels. Stress can be alleviated through exercise, support groups or networking, sleep and diet, relaxation, guided fantasy, and planned activity. The long-term implications include preventing illness and making women more effective within the administrative setting.

- *182. Emotional stress. Reporter (OECTA) 4:27 Je'79.

In an address to Etobicoke teachers, psychologist and author David Morgenson contends that increasing violence in the schools as well as other social pressures on educational systems are "devouring the teachers' creativity".

- *183. English, Patricia. Low teacher morale a serious problem, English tells AGM. Saskatchewan Bulletin 47:1:3 Aug 29'80.

The 1979-80 president of The Canadian Teachers' Federation cites low teacher morale as one of the most serious problems in education today.

- *184. Fallon, Berlie J. The third world -- escape from stress and burnout. NASSP Bulletin 65:449:28-30 Dec'81.

Nine avenues to self-renewal are presented for the principal who needs constructive activities to escape from stress and burnout.

185. Ferren, Ann S. How teachers survive in the system. Pointer 24:2:39-44 Wtr'80.

The author points out how schools place teachers in conflict situations and then fail to understand the drain on energy and productivity which results. Among organizational dilemmas considered are simultaneous demands for predictability and changeability. Possible administrative techniques for supporting teacher survival are described.

- *186. Few teachers see shrink. OPSMTF News -:2 Mr'77.

This article provides a brief summary of the results of a health survey conducted by Instructor, a school magazine.

187. Fimian, Michael J. Stress reduction: techniques for teachers. Pointer 24:2:64-69 Wtr'80.

The article emphasizes positive techniques which teachers can use to handle stress. Three major steps are outlined: identifying the problem, facing it, and developing personal or environmental management techniques for meeting and overcoming stress.

188. Foster, Robert E. Burnout among teachers of severely handicapped autistic children. Pointer 24:2:24-28 Wtr'80.

Four stages of teacher burnout (survival, transition, creativity, and burnout) are considered, and a strategy of personal growth for teachers of severely handicapped, autistic children is suggested.

189. Forsyth, Patrick B., and Wayne K. Hoy. Isolation and alienation in educational organizations. Educational Administration Quarterly 14:1:80-96 1978.

Power and friendship networks in academic organizations are examined to see what effects selected dimensions of interaction have on the work alienation of educators. Findings suggest that interaction with friends and respected co-workers is more important to professional educators than contacts with those in authority.

- *190. Freeman, Jayne. The joy of teaching: another case history. Phi Delta Kappan 61:4:252-54 Dec'79.

In response to an article on teacher burnout, the author explains why she remains in teaching.

191. Freudenberger, Herbert J. Burn-out: Occupational hazard of the child care worker. Child Care Quarterly 6:2:90-99 Sum'77.

Emotional and practical stress factors confronting child care workers, especially those in adolescent intake residences or group homes are discussed. The author makes recommendations to agencies on ways to improve administration-worker communication and staff training and emphasizes need for clearcut goals, schedules and work routines. He also suggests ways for workers to protect themselves against "burn-out".

192. Fulcher, James. The making of a radical teacher. English Journal 59:3:384-86 1970.

The author discusses his personal reactions to his experiences teaching secondary school English.

- *193. Gaither, Dorothea Dobbs. The problem of teacher morale. Comment on Education 9:3-6 Dec'78.

This article includes a survey of some of the factors that directly or indirectly affect the morale of teachers and a look at what aware and concerned teachers might be able to do for themselves and their colleagues. The need for teachers to be aware of current pressures in order to develop constructive counter-measures is emphasized.

194. Garland, Gilbert C. Leadership and morale building: a back to basics approach. Kappa Delta Pi Record 16:4:112-15 Apr'80.

Defining morale as a by-product of satisfactory relationships, the author encourages the school leader to build an environment of cooperation and mutual respect. He gives particular attention to the topic of good communications.

195. Garte, Sumner H., and Mark L. Rosenblum. Lighting fires in burned-out counselors. Personnel and Guidance Journal 57:3:156-60 Nov'78.

This article describes the development and provides examples of workshop exercises designed to fuse work and leisure. It presumes that most counsellors prefer to remain in the counselling field but need some method to recapture their initial enthusiasm for their work.

- *196. Gehrke, Nathalie J. Renewing teachers' enthusiasm: a professional dilemma. Theory into Practice 18:3:188-93 Je'79.

The ways in which high school teachers cope with the potential boredom of their work runs the gamut from self-improvement through in-service education to leaving the teaching profession.

197. Gentile, Lance M., and Merna M. McMillan. Combating burnout: a must for secondary urban reading teachers. Reading World 19:4:332-38 May'80.

This article examines causes of urban teacher burnout and offers suggestions to secondary urban reading teachers on ways to experiment with methods of evaluation, instruction, and selection of materials, as well as ways to achieve self-growth.

- *198. Giar, Gilles, et Normand Therrien. La satisfaction au travail chez les professeurs; de la théorie à la pratique. Prospectives 14:3:121-128 1978.

L'article se divise en trois parties, comme suit; a) une analyse théorique présente différentes définitions de la satisfaction au travail et trois approches sont étudiées (organisationnelle, sociologique et psychologique); b) l'auteur traite de la demande expérimentale possible pour déterminer les facteurs influençant la satisfaction quotidienne des professeurs, ainsi que du questionnaire comme instrument de mesure le plus adéquat; c) passant de la théorie à la pratique, il parle de la mise au point d'un questionnaire pour mesurer la satisfaction des professeurs au collégial et analyser les résultats obtenus.

- *199. Gillingham, Elaine. Strategies for stress management. Alberta Counsellor 7:2:61-64 Sum'78.

This article presents a classified and briefly annotated list of references useful to teachers and counsellors seeking ways to reduce or respond to stressful situations.

200. Ginsburg, Sigmund G. The high achiever's job satisfaction. Personnel Administrator 26:1:78-81 Jan'81.

A perennial problem/concern of companies and organizational management relates to job satisfaction and motivation. The importance of the learning/growth curve to motivation is the focus of this article. Learning/growth, in this context, refers to the new knowledge, skills, perceptions, abilities, and experience accrued by individuals. When this continued learning ceases (or the curve flattens), the individual may become bored and frustrated. This learning/growth curve has considerable effect on productivity of the individual and the organization. Approaches to this problem include nature of assignments, types of responsibilities, new knowledge acquired through formal programs, public exposure and travel. Failure to address this problem will result in underutilized human resources, low personnel retention and negative organizational effects.

- *201. Gmelch, Walter H. The principal's next challenge: the twentieth century art of managing stress. NASSP Bulletin 62:5-12 Feb'78.

Stress is a normal condition of living in today's complex society. It is a condition to which the school administrator is not immune. A formula for measuring stress and some strategies for dealing with it are offered here.

- *202. Gmelch, Walter H., and Boyd Swent. Stress and the principalship: strategies for self-improvement and growth. NASSP Bulletin 65:449:16-19 Dec'81.

The most frequent stress producers identified by school administrators are described. Four areas that warrant further training and improvement are suggested -- time management, interpersonal relations, community relations and coping with rules and regulations.

- *203. Goble, Norman. The anxiety makers. Link 6:3:13-14 Feb-Mar'82.

The Secretary-General of the Canadian Teachers' Federation urges all teacher organizations to continue to consider alleviation of stressors in the teaching world a high priority. Lack of tangible results for their daily efforts makes teachers particularly prone to stress-related problems.

- *204. Goble, Norman. La proie de l'angoisse. LIEN 6:3:13-14
fév-mars '82.

Le secrétaire général de la FCE invite toutes les organisations d'enseignants à continuer de considérer l'amoindrissement du stress dans le milieu enseignant comme une grande priorité. Les résultats de leur travail quotidien n'étant pas tangibles, les enseignants sont particulièrement sujets à des problèmes liés au stress.

- *205. Goens, George A., and Janet Kuciejczyk. Supervisors -- do they induce or reduce teacher stress? NASSP Bulletin 65:449: 24-27
Dec '81.

Stress and its causes are defined and described. Suggestions are presented for ways in which administrators can help teachers manage stress effectively.

- *206. Gold, Sylvia. Can we jog, diet and self-discipline ourselves out of stress. P.D. Digest 9:1 May '81.

Because many factors causing stress lie in areas over which the individual teacher has little control, collective action is still necessary to ensure working conditions that are supportive of student and teacher well-being in school. Suggestions for further research are given.

- *207. Goodall, Robert, and Les Brown. Understanding teacher stress. Action in Teacher Education 2:4:17-22 Fall '80.

There are many stress-producing factors in the life of a teacher. While discipline seems to be the major problem, social and personal problems also increase the pressure of daily living. Changing negative attitudes and widening limited perspectives will help to combat the inevitable stress of teaching.

208. Gray, Lee J. Slow down: you move too fast. Teacher 96:8:52-53
Apr '79.

A school psychologist offers suggestions for combating the tensions of teaching, particularly the "roadrunner syndrome" -- the feeling of always being in a hurry.

- *209. Grossnickle, Donald R. Teacher burnout: will talking about it help? Clearing House 54:1:17-18 Sept '80.

The collective voice of teachers, through their organizations, can be effectively used to raise public consciousness concerning barriers to good morale and a positive climate in schools.

210. Gundy, Jan. Snow White II. Illinois School Research and Development 15:1:35-38 Fall '78.

Presented as a fairy tale with the characters of Snow White and the seven dwarves, this paper points out some of the professional, emotional, and health characteristics and problems of individual teachers, and ways an administrator might deal with them.

211. Guzicki, Joseph A., and others. Reductions in anxiety and improvements in teaching associated with cue-controlled relaxation training. Journal of School Psychology 18:1:17-24 Spr '80.

This study examined the efficacy of cue-controlled relaxation in reducing anxiety of two elementary school teachers. Both teachers exhibited significant reductions in motoric manifestations of anxiety. Both showed increases in rewarding behavior. They reduced disapproving behavior to zero on most days. Training in self-management of stress significantly affected anxiety and teaching behaviors of teachers.

212. Hanna, Barbara. Who speaks for teachers? A commentary on teaching. Childhood Education 57:5:258-61 May-Je '81.

This article identifies negative aspects of recent educational initiatives as they affect teachers, emphasizes resulting teacher "burnout," and offers suggestions for making teaching more exciting and effective.

213. Hargreaves, David. What teaching does to teachers. New Society 43:805:540-542 Mar 9 '78.

- *214. Harlin, Dr. Vivian K., and Stephen J. Jerrick. Is teaching hazardous to your health? Instructor -:55-58+ Sept '76.

The authors look at ten areas of health concern which may create barriers to good teaching. Readers are asked to complete a questionnaire to assist the National Center for Health and Leadership in Education in gathering data for a national teacher health survey.

215. Hawley, Richard A. Teaching as failing. American Educator: The Professional Journal of the American Federation of Teachers 3:2:39-43 Sum '79.

The only way to deal with the inevitable failures involved in teaching is to acknowledge them and attempt to work within the limits of the situation.

216. Hearn, James J. Alienation: another administrative agony. Contemporary English 45:2:132-6 1974.

*217. Hearn, James J. Teachers' sense of alienation with respect to school system structure. Phi Delta Kappan 52:5:312 Jan'71.

This article presents the results of a study involving 658 teachers in 27 school systems near the greater Cleveland area.

218. Heisner, John D. The ugly face of mediocrity. Instructor 89:8:18,20 Mar'80.

Mediocrity is a powerful force. But whatever its cause so far as education is concerned -- be it rampant bureaucracy or pressure from teaching peers who feel threatened by excellence -- mediocrity can be defeated, if teachers will stand up and refuse to bend to pressures to do less than their best.

*219. Help crisis line in place by September. BCTF News 20:10:2 Mar 12'81.

Beginning in September 1981, B.C. teachers under stress can phone the BCTF building after hours for a sympathetic ear and advice. The anonymous phone line, staffed by specially-trained teachers, is one part of the stress program developed by the Professional Development Division of the BCTF. Other elements are described.

*220. Help! Teacher can't teach. Time -:54-63 Je 16'80.

This cover story in Time magazine discusses the burgeoning crisis in America's public schools and its effect on teachers. Teacher burnout, teacher competency, discipline and violence are some of the subjects discussed. The need for societal support to stem the trend toward complete chaos in the public, compulsory education system is emphasized.

*221. Hendrickson, Barbara. Principals: your job is a hazard to your health. Northern Principal 6:1:9-10 Je'80 and Executive Educator 1:3:22-24 Mr'79.

The potentially harmful stresses of a principal's job are outlined.

222. Hendrickson, Barbara. Teacher burnout: How to recognize it; What to do about it. Learning 7:5:37-39 Jan'79.

Teacher burnout is described as physical, emotional, and attitudinal exhaustion. Suggestions for coping with the symptoms of burnout are offered.

223. Hendrickson, Barbara. Teachers combat burnout. Learning 7:5:38-39 Jan '79.

Three different methods used to combat the psychological and emotional burnout of teachers are outlined.

224. Hinselwood, Mary. Burnout -- fact, fad or fiction? Momentum 12:3:16-17 Oct '81.

Four Catholic school administrators present their views on teacher burnout.

- *225. Humphrey, James H., and Joy N. Humphrey. Coping with stress through classroom isometrics. Action in Teacher Education 2:4:41-45 Fall '80.

Readers are provided with some simple exercises which they can use in almost any setting to assist them with stress relief. The value of physical activity in reducing stress is emphasized.

226. Hunter, Madeline. Getting ready: counter-irritants to teaching. Instructor 86:12:122-24 Aug '77.

The author provides some helpful advice on how to avoid letting classroom pressures get you down.

- *227. Interview with Kevan Rhead: the problem is morale. ATA News 15:3:6 Oct 6 '80.

ATA Vice-President Kevan Rhead cites lack of school board consultation and lack of decision-making procedures involving teachers as major causes of low teacher morale.

- *228. Interview (with) Peggi Hall, BCTF Status of Women Co-ordinator. Prime Areas 22:3:5-11 Spr '80.

The subject of stress, and particularly its effect on primary teachers, is the subject of this interview.

- *229. Jacobs, Lester D. Educators' occupational health hazards -- unexplored territory. CEA Newsletter -:5 May-June '79.

The whole area of physical and mental health and environmental conditions as they relate to educators is virtually unexplored territory. The stress of educational employment and the conditions to which they may give rise have

a direct bearing upon the quality of educational services and their cost. Creative and effective measures need to be developed to deal with this problem, both for the benefit of educators and the well-being of the educational process.

230. Jevne, Ronna. Stress reduction through redecision. Canada Home Economics Journal (CHEJ) 31:1:1 Wtr'81.

231. Johanson, Marilyn. Managing the load. Vocational Education 56:8:42-44 Nov-Dec'81.

This article suggests things that classroom teachers can do to alleviate job stress by managing the non-teaching part of their professional lives: peer support, accountability, discipline, assignments, communication, organization, compromise, avoiding over-worry, and positive attitude.

- *232. Jones, MaryAnn, and Joseph Emanuel. There is life after burnout. High School Journal 64:5:209-12 Feb'81.

This article attempts to list and explain the steps a teacher goes through from the beginning to the final stages of burnout. It also suggests possible behavioral steps to avoid or remediate the symptoms.

233. Jones, Neville J. Special maladjustment units in comprehensive schools. Therapeutic Education 5:2:12-19 Aut'77.

- *234. Kaiser, Jeffrey S. Motivation deprivation: no reason to stay. Clearing House 55:1:35-38 Sept'81 and Journal of Teacher Education 32:5:41-43 Sept-Oct'81.

Using Maslow's and Herzberg's hierarchies of needs, the author discusses some of the personal and job-related factors which motivate teachers. He suggests that boards can motivate teachers and prevent burnout not by satisfying lower-level security needs but by providing opportunities for responsibility, reward, and achievement.

- *235. Kalis, Maryann Castelli. Teaching experience: Its effect on school climate, teacher morale. NASSP Bulletin 64:435:89-102 Apr'80.

The study discussed shows that a steady increase in teachers' negative perceptions of school climate is correlated with increased teaching experience.

- *236. Kalleberg, Anne L. Work values and job rewards: a theory of job satisfaction. American Sociological Review 42:1:124-143 Feb'77.

This paper empirically examines the relationship between job satisfaction and the work values and job rewards associated with six dimensions of work -- intrinsic, convenience, financial, relations with co-workers, career opportunities and resource adequacy. It is found that work values have independent effects on job satisfaction. The extent to which workers are able to obtain perceived job rewards is conceptualized to be a function of their degree of control over their employment situations. The paper also seeks to develop a framework which links the variation in the job satisfactions of workers to the factors that influence the degree of their control over the attainment of job rewards in American society. The analyses in this paper are based on data from the 1972-73 Quality of Employment Survey.

237. Keith, Pat M. Correlates of role strain in the classroom. Urban Education 14:1:19-30 Apr'79.

This study examines the relationship of complexity, formalization, length of team program, and role strain in team-teaching settings and self-contained classrooms.

- *238. Kelman, Peter, and Faith Dunne. Rent-a-Martyr, Inc.: an interview in the future. Phi Delta Kappan 53:4:236-237 1971.

An imaginative solution to the rapid burnout of reform-minded teachers is presented.

- *239. Koff, Robert H., and others. Executive stress and the school administrator. NASSP Bulletin 65:449:1-9 Dec'81.

A national survey of elementary and secondary principals sought both to identify the events associated with school management that were perceived as most stressful and to determine whether administrators in different situations (elementary or secondary, rural or urban) have different reactions to typical tasks. Findings and implications are presented.

- *240. Koff, Robert, and others. Stress and the school administrator. Administrator's Notebook 28:9:1-4 1979-80.

This article explores the problems of stress confronted by educational administrators and assesses their relative magnitude.

241. Kohl, Herb. Sources of renewal. Teacher 97:5:16,19-20 Feb'80.

Given the outside pressures of layoffs, inflation, and public criticism, many teachers are turning to the specifics of teaching for release. Talking with one's students, developing humour in the classroom, experimenting with a slower pace of life, and thinking about self-sufficiency can lead to renewed energy and interest.

- *242. Kohlmaier, Joe. Organizing to combat burnout. Journal of Physical Education, Recreation and Dance 52:11-12:39-43 Nov-Dec '81.

The author describes three teacher participation programs designed to combat burnout initiated in one district -- a Program Development Council, a Cooperative Curriculum Writing Committee and Teacher-Based Inservice Education Program.

- *243. Kolmes, Jo-Ann. Caution: teaching may be hazardous. ATA News 13:14:4 Mar 26'79.

Various statistics on teacher geographic and occupational mobility provide indirect indicators of reactions to the increasing stress in the teaching profession. Symptoms and behavior patterns resulting from undue stress and sources of stress are also discussed. The author maintains that this phenomenon must be treated on both personal and organizational levels.

244. Koopman-Boyden, Peggy G., and Raymond S. Adams. Role consensus and teacher job satisfaction. Journal of Educational Administration 12:1:98-113 1974.

Using a variant of exchange theory, this study tested the basic hypothesis that job satisfaction is a function of administrator-personnel conflict. Findings revealed only moderate support for the hypothesis.

- *245. Kossack, Sharon W., and Sandra L. Woods. Teacher burnout: diagnosis, prevention, remediation. Action in Teacher Education 2:4:29-35 Fall'80.

Improvements in the area of school environment, health habits, supportive behavior, time management, and general perspective on teaching and job situations are among the practical suggestions offered for the diagnosis, prevention and remediation of teacher burnout.

- *246. Kowalski, Adam. Teaching and stress. Forum 5:2:57-58 Mar'79.

In a study undertaken by the Institute for Psychology at the University of Stockholm, teachers comprised the largest salaried group experiencing mental strain on the job. The author is the Director of the Canadian Stress Institute. He discusses some of the aspects of teaching which are particularly stressful. He points out that stress reduction must be a joint effort between the teacher in the classroom and the administrator responsible for that teacher's performance.

247. Kremer, Bruce J., and William A. Owen. Stress in the life of a counselor. School Counselor 27:1:40-45 Sept'79.

The authors suggest that each person needs to develop an understanding of the phenomenon of stress, what it is and what it does. Each individual needs to examine his or her own life to discover the best personal methods of managing stress.

- *248. Kryzanowski, K.M. Frustration! ATA Magazine 60:1:47 Nov'79.

The President of the Alberta Teachers' Association lists some of the many frustration-causing situations constantly being faced by classroom teachers.

- *249. Kyriacou, Chris. Coping actions and occupational stress among school teachers. Research in Education 24:57-61 Nov'80.

A questionnaire was used to identify the relative frequency with which a sample of comprehensive school teachers used various actions to cope with occupational stress. The most frequently used coping actions reported were "try to keep things in perspective", "try to avoid confrontations" and "try to relax after work". A principal components analysis of the coping actions revealed three factors which were labelled "express feelings and seek support", "take considered actions" and "think of other things".

250. Kyriacou, Chris. High anxiety. Times Educational Supplement 3338:12 Je 6'80.

251. Kyriacou, Chris. Occupational stress among school teachers: a research report. CORE 4:3 Oct'80 -- On no. 11 of 11 microfiche (82 frames).

- *252. Kyriacou, Chris. Social support and occupational stress among school teachers. Educational Studies 7:1:55-60 1981.

The purpose of this article is to look at the relationship between social support and the ways in which teachers cope with occupational stress. Particular emphasis is placed on the role of social support in alleviating stress. Social support is interpreted to include social interaction with colleagues and communication with colleagues about direct-action techniques for dealing with stress.

253. Kyriacou, Chris. Stress, health and school teachers: a comparison with other professions. Cambridge Journal of Education 10:3:154-159 Michaelmas term'80.

254. Kyriacou, Chris, and John Sutcliffe. A model of teacher stress. Educational Studies 4:1:1-6 Mar'78.

A definition and model of teacher stress is presented which conceptualizes teacher stress as a response syndrome (anger or depression) mediated by (1) an appraisal of threat to the teacher's self-esteem or well-being and (2) coping mechanisms activated to reduce the perceived threat.

255. Kyriacou, Chris, and John Sutcliffe. A note on teacher stress and locus of control Journal of Occupational Psychology 52:3:227-228 Sept'79.

256. Kyriacou, Chris, and John Sutcliffe. The prevalence of stress among teachers in medium-sized mixed comprehensive schools. Research in Education 18:75-79 Nov'77.

The results of this study show that over a quarter of the 109 teachers in the sample of nine medium-sized mixed comprehensive schools in England reported that being a teacher is either very stressful or extremely stressful. The results also indicate that there is very little association between teacher stress (as measured) and the biological characteristics of sex, qualification, age, teaching experience and position held in school.

- *257. Kyriacou, Chris, and John Sutcliffe. Teacher stress and satisfaction. Educational Research 21:89-96 Feb'79.

The present study investigated the association between self-reported teacher stress and three response correlates of teacher stress: job satisfaction, absenteeism and intention to leave teaching. The study took the form of a questionnaire

survey involving a sample of 218 teachers in 16 medium-sized mixed comprehensive schools in England. The results indicated that self-reported teacher stress was negatively associated with job satisfaction and positively associated with intention to leave teaching. The association between self-reported teacher stress and frequency of absences failed to reach significance but for total days absent the association was significant and in the predicted direction -- positive. The relationship between particular sources of stress and the three response correlates was also investigated, as were biographical differences and the effects of biographical characteristics in moderating these relationships.

258. Kyriacou, Chris, and John Sutcliffe. Teacher stress: a review. Educational Review 29:4:299-306 Nov'77.

This article reviews research on the sources and manifestations of stress among school teachers. Many possible sources of teacher stress have been identified, and some manifestations of stress are described. However, there are still many aspects of teacher stress that require investigation before a full understanding is possible.

- *259. Kyriacou, Chris, and John Sutcliffe. Teacher stress: prevalence, sources and symptoms. British Journal of Educational Psychology. 48:Pt2:159-167 Je'78.

A survey questionnaire was used to investigate the prevalence, sources and symptoms of stress among 257 school teachers in 16 medium-sized, mixed comprehensive schools in England. About one-fifth of the teachers rated teaching as either very stressful or extremely stressful. There appeared to be little association between self-reported teacher stress and the biographical characteristics of the teachers. Sources of stress with relatively high mean stress ratings included pupils' poor attitudes to work, trying to uphold/maintain values and standards and covering lessons for absent teachers. A principal components analysis of the sources of stress revealed four factors labelled pupil misbehavior, poor working conditions, time pressures and poor school ethos. The most frequent symptoms of stress reported were exhaustion and frustration. A principal components analysis of the symptoms of stress revealed one factor labelled "awareness of stress symptoms" which appeared to be largely defined by reported frequency of feeling "very tense".

260. La Haye, Jacques. Les enseignants et l'enseignement: le phénomène "abandon". Cahiers Québécois de Démographie 5:2:75-82 1976.

Cet article relate les résultats et commentaires de deux enquêtes menées aux États-Unis et au Québec sur le phénomène d'abandon des enseignants aux niveaux primaire et secondaire.

Une description est aussi donnée des deux enquêtes et résultats pour chacun des pays. On remarque qu'aux États-Unis, les enseignants ont un taux d'abandon plus fort à l'élémentaire qu'au Québec; Au niveau secondaire, la situation est inverse.

- *261. Langevin, André V. Flèches sans cible -- où est ma maîtresse? Prospectives 14:4:173 Déc'78.

Une réflexion sur la continuité de présence du maître à l'école et les causes d'absentéisme des professeurs: maternité, maladie, affaires syndicales, perfectionnement, congrès, journée d'étude, etc.

262. Lawrence, Barbara. The myths of the mid-life crisis. Sloan Management Review 21:4:35-49 Sum'80.

Mid-life crisis can no longer be denied. It is a potent concept in public and academic domains. Data which was collected from individuals who had made recent mid-life career changes raised serious questions about these stresses being necessarily dependent on age. Establishment of mid-life career counselling programs, mid-career clinics, and developmental programs may miss the needs of some individuals altogether. The author points out that organizations should be sensitive to stress created by normal psychological experiences faced by employees throughout their lives. This task requires a clear definition of both the psychological and environmental domains. The lifestage approach in psychology has supplied an important view of the individual, but more research needs to be done to describe environments so that human behavior is more clearly understood.

- *263. Lee, Jackson F., and K. Wayne Pruitt. High school teaching: a humiliating profession. Clearing House 53:4:195-97 Dec'79.

This article focuses on some of the humiliating practices forced on secondary teachers -- practices which discourage and drive away productive and talented individuals. Included are: presence of nonlearners in the classroom, lack of opportunity for teacher participation in decision-making, and lack of esteem given teachers by the public.

264. Leffingwell, R. Jon. The role of the middle school counselor in the reduction of stress in teachers. Elementary School Guidance and Counseling 13:4:286-90 Apr'79.

Counsellors can (and should) take an active role to reduce stress in teachers through individual and group conferences. They can help teachers find meaningful alternatives to

problem situations by changing the focus from "what should be done" to "what can be done within realistic parameters".

- *265. Lemley, Raymond E. Where does one begin? An "up close and personal" look. NASSP Bulletin 65:449:20-23 Dec '81.

The author poses ten questions and provides answers that should help school administrators begin to cope with job-related stress.

266. Long hours, low pay fuel burnouts. Here's how to cool off, calm down. Executive Educator 1:3:24-25+ Mar '79.

A list of the causes of stress in a principal's job and a list of steps a principal can take to cope with them are provided.

267. Looking good, feeling good. Instructor 89:1:116-18+ Aug '79

This article suggests that exercise, diet, voice lessons, or a new look might do more for teaching effectiveness than graduate courses in education.

- *268. Loosemore, Robert. Why many teachers burn out. BC Teacher 60:3:109 Ja-Feb '81.

Schools without failure place impossible demands on teachers and demand little or nothing of pupils. Teachers with a sense of traditional cultural values have been burning out because they see these values ignored.

- *269. Low-stress jobs: school people and editors. American School Board Journal -:12 Dec '77.

A study conducted by the National Institute for Occupational Safety and Health ranked 130 jobs and found that jobs leading to the largest number of mental disorders are those that place people in public situations over which they have little or no control. Jobs that traditionally were thought to be stressful -- doctor, lawyer, teacher -- in fact were found surprisingly low on the stress list. Most stressful jobs were found to be health care technician, waiter and practical nurse. (see also # 162)

- *270. Mackiel, John. Positive mental health for teachers. Clearing House 52:307-310 Mar '79.

The author begins by noting the statistical indications of the presence of maladjusted teachers in the classroom,

identifying some of the work hazards unique to the teaching profession and discussing the identifiable characteristics of the maladjusted teacher. A program called PMHT (Positive Mental Health for Teachers) is proposed for dealing with the problem. The program's three major components -- prevention, assistance and dismissal -- are described.

- *271. MacRae, Phyllis. The Dubois study: the quality of working life of PAPT teachers. The Sentinel -:10 May'79.

During the months of April and May, 1978, a firm of industrial psychologists carried out two major studies of the quality of working life among PAPT and CEQ teachers. The research was carried out by means of a series of group interviews followed by a questionnaire survey of 1,363 teachers. The results were analyzed separately for elementary and secondary teachers. The most common symptoms of work-related stress among elementary teachers was job dissatisfaction and tension. Among secondary teachers the most important factors causing stress were the nature of the work, monotony at work and work overload. The authors of the report make various recommendations for changes in candidate selection procedure for teacher training institutions, for revisions in teacher training programs and for in-school stress reducing measures.

272. Madden, Peter. Experiencing joy in teaching. Childhood Education 54:1:12-15 1977.

A collation of teacher interviews on the joy and stress of teaching offers advice to beginners.

- *273. Magoon, Robert A., and Sandra W. Linkous. The principal and effective staff morale. NASSP Bulletin 63:427:20-28 May'79.

Good staff morale is crucial to the operation of an effective educational program. Suggestions are made for principals.

- *274. Manera, Elizabeth S., and Robert E. Wright. Can you identify your source of stress? Clearing House 55:2:53-58 Oct'81.

A 14-item Q-Sort instrument on stressors in teaching was administered to a group of 164 educators (classroom teachers, university professors, graduate students) attending stress workshops. This article describes the instrument and reports on the rankings of stress variables identified by each group.

- *275. Manera, Elizabeth, and Robert E. Wright. Knowing the difference between stress and challenge. NASSP Bulletin 65:449:10-15 Dec '81.

Workshops on stress producers provided for secondary school principals and assistant principals in the spring of 1979 and 1980 are described. The Q-Sort instrument used to help participants identify low, medium, and high stress producers is presented. Instructions and a form for identifying personal stressors are provided.

- *276. Manera, Elizabeth S., and Robert E. Wright. Stress factors in teaching. Action in Teacher Education 2:4:51-56 Fall '80.

A survey of teachers reveals that major causes of stress are: trying to work satisfactorily with each of their students, managing their time, and handling relationships with their peers and superiors. If teachers clearly understand what factors are causing stress, they can cope with it more successfully.

- *277. Maples, Mary F. Stress: in defense of its positive dimensions. Action in Teacher Education 2:4:23-28 Fall 1980.

Alternative responses to stress which can be positive and motivating rather than negative and demoralizing are discussed. The work setting is suggested as an appropriate place for people to begin a program of making stress work positively for self-development. Such an approach could help educators significantly in resolving problems associated with stress in the teaching profession.

- *278. Maslach, Christina. Burned-out. Human Behavior -:16-22 Sept '76.

After extensive research into the burnout syndrome among the helping professions, the author recommends that these professionals receive training in interpersonal skills -- the kind of skills required to handle repeated intense, emotional interactions with people without burning out.

279. Maslach, Christina, and Ayala Pines. The burn-out syndrome in the day care setting. Child Care Quarterly Sum '77.

Results of a study of personal job-stress factors among day care center personnel focus on impact of staff-child ratio, working hours, time out, staff meetings and program structure. Recommended institutional changes for prevention of staff "burn-out" involve reduction in amount of direct staff-child contact, development of social-professional support systems and training in interpersonal skills.

280. Mattox, Keith E. Why teachers quit. Agricultural Education Magazine 47:6:141-3 Dec '74.

Stress factors, if not corrected, may lead to certain psychological reactions and may influence the teacher to find another occupation with a lesser degree of stress.

- *281. McConaghy, T.W. Teaching -- a stressful occupation. ATA Magazine 59:3:2 Mar '79.

Various surveys and studies showing ever increasing rates of teacher burnout are mentioned, including a recent Canadian study which found that the life expectancy of teachers falls short of the national average by four years.

282. McGaffey, Thomas N. New horizons in organizational stress prevention approaches. Personnel Administrator 23:11:26-32 Nov '78.

Hundreds of organizations are beginning to offer special programs to provide workers with better psychological and physical resilience to stress. The Employee Assistance Program (EAP) is a newly evolving management control system for employee stress. Program referrals come primarily from supervisors whose role in the EAP is performance assessment. Preliminary evidence indicates positive results have accrued from EAPs. Contributing factors include a comprehensive treatment model; intervention made on the basis of work performance; response to multiple stress causes; treatment by professionals; identification of high-risk employee groups; and management control of the system. An estimated 1,200 organizations are developing EAPs with features similar to those presented in this article.

- *283. McGrew, John F. Mid-career: time for depression or time to regenerate? Thrust for Educational Leadership 8:1:6-8 Oct '78.

At mid-career, educators may face problems of stress, physical condition, and frustration. Some California school districts are helping their staff members through this period with programs for professional growth, physical fitness, leaves of absence, part-time teaching, social activities, or early retirement.

- *284. McGuire, Willard H. Teacher burnout. Today's Education 68:4:5 Nov-Dec '79.

Fear of physical and psychological harm is causing a significant increase in the number of teachers leaving the profession. The only solution to this problem lies in community awareness of the situation and community involvement with the teachers and the schools.

- *285. Miller, William C. Staff morale, school climate, and educational productivity. Educational Leadership 38:6:483-86 Mar'81.

Research shows that the social climate of the school and the morale of the staff can have a positive effect on pupil attitudes and learning. Suggestions are made for activities to improve morale.

- *286. Moe, Dorothy. Teacher burnout. A prescription. Today's Education 68:4:35-36 Nov-Dec'79.

Tips are given for coping with teacher burnout.

- *287. Moracco, Jo, and Hope McFadden. Principals and counselors: collaborative roles in reducing teacher stress. NASSP Bulletin 65:447:41-46 Oct'81.

Principals and counsellors can work together to prevent stress and burnout in teachers, resulting in a healthier school climate. This article suggests five objectives that can provide a basis for program building.

- *288. Morris, Joan (ed.) Dimensions of counselor stress. School Guidance Worker 37:2:5-57 Nov-Dec'81.

The nine articles in this issue deal with different aspects of stress that affect school counsellors. Environmental and occupational causes of stress, stress management, and methods for dealing with counsellor burnout are discussed. Self-help measures and techniques for increasing counsellor effectiveness are emphasized.

- *289. Morris, John E., and Geneva W. Morris. Stress in student teaching. Action in Teacher Education 2:4:57-62 Fall'80.

The student teaching experience can be highly stressful. Little is being done to prepare student teachers to cope with stress, and research on the subject is limited. Suggestions are made for ways to help student teachers cope with stress. Objectives for research on the topic are discussed.

- *290. Muir, Pearl. Exit the classroom. ATA Magazine 56:2:7-11 Nov-Dec'75.

This article presents interviews with Alberta teachers regarding pressures which cause teachers to leave the profession.

291. Muse, Jesse. Survival: the NEA workshops. Vocational Education 56:8:45-46 Nov-Dec'81.

A National Education Association workshop designed to help

teachers manage day-to-day stress and stay in teaching is described. The program has four objectives: to identify sources of stress; to determine present stress level; to explore ways to manage stress; and to explore ways to minimize distress.

292. Needle, Richard H. Teacher stress, sources and consequences. Journal of School Health 50:2:96-9 Feb'80.
293. Needle, Richard H., and others. Occupational stress: coping and health problems of teachers. Journal of School Health 51:3:175-81 Mar'81.

A conceptual framework for identifying stress variables includes: (1) systematically identifying causes of job stress; (2) identifying factors mitigating stress; and (3) identifying possible consequences of job stress.

294. Neidhardt, E.J., and R. Conry. Stress management: alternatives. Bibliography. Promotion 24:3:15-18 Wtr'79.
295. Newman, John E., and Terry A. Beehr. Personal and organizational strategies for handling job stress: a review of research and opinion. Personnel Psychology 32:1:1-43 Spr'79.

The medical and psychological literature pertaining to personal and organizational strategies for handling job stress is reviewed. The paucity of scientific research in this domain is emphasized as is the lack of involvement by industrial/organizational psychologists.

- *296. O'Brien, Dianne Boswell. Coping with occupational stress. Journal of Physical Education, Recreation and Dance 52:11-12:44-49 Nov-Dec'81.

Ways of reducing occupational stress include: (1) avoiding the stressful situation; (2) changing the response to the stress; and (3) changing the environment. Administrators can help teachers manage stress by developing communication techniques, steering committees, and support groups.

297. O'Flynn-Comiskey, Alice I. Coping with stress: ideas that work. Pointer 24:2:70-72 Wtr'80.

Among suggestions made to deal with teacher stress are: engaging in relaxation training, identifying behavior response style, and balancing enjoyment with workload.

298. Pagel, Susan, and Joseph Price. Strategies to alleviate teacher stress. Pointer 24:2:45-53 Wtr'80.

Practical suggestions to help reduce stress in teachers and administrators are given. Four major sources of occupational stress (within the teacher, within the classroom, outside the classroom, and outside the school) are discussed, and suggestions are offered for teacher and school-initiated activities.

299. Paine, Whiton Stewart. The burnout phenomenon. Vocational Education 56:8:30-33 Nov-Dec'81.

The author defines the term "burnout", why it happens, and its effects. Techniques for identifying burnout in oneself, how to protect against burnout, and how to improve the organization's defense against burnout are discussed.

300. Parkay, Forrest W. Inner-city high school teachers: the relationship of personality traits and teaching style to environmental stress. Urban Education 14:4:449-70 Jan'80.

The author studies how teachers respond to environmental stress and whether certain personality traits are related to these response patterns. He concludes that generalized personality traits are indicative of teaching styles that emerge in response to anxiety-provoking environmental conditions.

301. Parker, James Hill. The alienation of public school teachers: a reference group theory approach. Contemporary Education 41:6:276-79 1970.

- *302. Partin, Ronald L., and Richard M. Gargiulo. Burned out teachers have no class! Prescriptions for teacher educators. College Student Journal 14:4:365-68 Wtr'80.

Stress inherent in classroom teaching causes teacher burnout which is characterized by emotional exhaustion and a loss of positive feelings toward students. Prevention of such conditions must begin by informing the newly trained teachers of the conditions and teaching them to recognize the early warning signs.

303. Pattavina, Paul. Bridging the gap between stress and support for public school teachers: a conversation with Dr. William C. Morse about teacher burnout. Pointer 24:2:88-94 Wtr'80.

Excerpts from an interview with Dr. Morse on teacher burnout concern the special educator's sense of failure and impotence, the issues connected with individualized educational programs and the importance of the first year of teaching.

- *304. Patterson, Michael F. Are you burning out? BC Teacher
59:5:170-175 May-Je'80

Teacher burnout is a rapidly growing phenomenon. The author discusses the symptoms and what to do about them.

305. Phillips, Hugh J., and Lela Phillips. Stress in the academic setting: teacher-teacher relationships as a source of stress. Three R's 8:2:2-3 Mar'80.

- *306. Piatt, James G. Stress and the school administrator. Thrust for Educational Leadership 10:3:13-15 Jan-Feb'81.

Reasons cited for excessive administrator stress include: person/position mismatch, brain processing mismatch, uncertainty, work overload, work underload, interpersonal tension, excess competition and external pressures. Personal and organizational procedures to alleviate stressors are suggested.

307. Poirier, Pierre E., and others. Le stress des administrateurs scolaires quant à leur niveau de cosmopolitisme et de localisme. Revue des Sciences de l'Education 6:3:(487)-497 automne'80.

308. Pratt, John. Perceived stress among teachers: the effects of age and background of children taught. Educational Review 30:1:3-14 Feb'78.

The reported feelings of stress of 124 primary school teachers were analyzed in an attempt to discover causes and effects. Results showed that stress arose from five main areas: a general inability to cope with teaching problems; non-cooperative children; aggressive children; concern for children's learning; and staff relationships.

309. Pratt, Joan. Stress and the teacher. Sheffield Educational Research Current Highlights no.1:12-14 Je'79.

- *310. Price, John. Stress requires new directions. School Guidance Worker 32:5:27-29 May'77.

This article describes a three-phase program used by a counselling department to improve services, provide professional growth, and thereby relieve job anxiety.

311. Principals and their jobs: candid comments from our readers. National Elementary Principal 58:4:57-58 Je'79.

The responses of elementary principals to informal polls dealing with the power of the principal and "burnout" on the job are discussed. Sixty-three per cent of the respondents say that their authority and power have definitely declined.

312. Pulliam, John D. Alienation and the college professor. Journal of Thought 9:2:84-90 1974.

This article considers the interaction of the college professor and the institutions in which he teaches.

- *313. Purkerson, Ray A. Stress and the beginning teacher -- and the walls come tumbling down. Action in Teacher Education 2:4:47-50.

Non-instructional concerns which teachers generally deal with on a regular basis are discussed. The author argues that a lack of information and training in regard to such concerns results in unnecessary stress for especially the beginning teacher. Topics for inclusion into preservice programs are suggested to address the problem of inadequate teacher preparation and its resultant stress.

- *314. Rae, Carole. Stress management methods outlined at joint convention. Saskatchewan Bulletin 47:13:5 Mar 13'81.

Dr. J.A. Lischeron, professor from the University of Calgary management faculty explains how stressors can be identified and gives some suggestions on coping with stress reactions.

- *315. Reed, Sally. What you can do to prevent teacher burnout. National Elementary Principal 58:3:67-70 Mar'79.

Ten ways in which principals can help prevent teacher burnout are suggested.

- *316. Rempel, Averno M., and Ralph R. Bentley. Teacher morale: relationship with selected factors. Journal of Teacher Education 21:4:534-539 Wtr'70.

The authors use the Purdue Teacher Opinionnaire in researching factors affecting teacher morale.

- *317. Renihan, Pat. Am I my teacher's keeper. Comments on the recognition and handling of teachers' dissatisfaction. Comment on Education 10:4:6-9 Apr'80.

Important aspects of the role of administrators with regard to teacher satisfaction include: (1) promoting situations which are professionally satisfying; (2) not subjecting everyone to the same inflexible policies and approaches; (3) having realistic expectations; (4) checking on general perceptions and reactions to specific matters; (5) knowing, and interacting with, the informal group; (6) employing techniques of motivation and positive reinforcement.

318. Renshaw, Domeena C. Teachers are human too. Pointer 20:3:3-6 1976.

The editorial compares the realities of teachers' frustrations and anxieties with popular conceptions of teachers as superhuman authority figures.

- *319. Ricken, Robert. Teacher burnout -- a failure of the supervisory process. NASSP Bulletin 64:434:21-24 Mar'80.

The supervisory challenge of the decade will be preventing teacher burnout. Suggestions are offered that administrators can use as part of the supervisory process to stimulate teachers to embark on a program of personal growth.

- *320. Ritch, Adele. Teacher status and teacher discontent. ATA Magazine 61:1:38-39 Nov'80.

Much of teachers' dissatisfaction hinges on their inability to control working conditions. Low status among professionals and low self-esteem also contribute to increasing dissatisfaction and high turn-over rate.

- *321. Roach, Norm. Leadership and job satisfaction. Saskatchewan Educational Administrator 12:1:39-50 Sept'79 and Administration (Manitoba) 4:1:5-13 Sum'80.

The author discusses research relating to teacher morale and job satisfaction and offers suggestions on how to reduce dissatisfaction among employees.

- *322. Robertson, Heather-jane. PD focus: stress and the summer holidays. Saskatchewan Bulletin 45:19:5 Je 14'79.

Stress, its causes and effects are discussed. The author urges teachers to use the summer vacation not only to soothe the effects of the past year's stress but also to devise techniques to soften stressors in the year to come.

- *323. Ross, John A., and David W. Brison. Teacher morale in Ontario. Teacher Education 12:14-22 Apr'78.

The contemporary phenomenon described in this article is probably not peculiar to Ontario. Its implications for the quality of public education are serious. The authors' analysis of the causes of declining teacher morale, and their two principal recommendations, are timely and well worth thoughtful examination by teachers, their federations, the educational bureaucracy, and the public generally.

- *324. Rozycki, Gus. Exodus? Teachers are leaving the profession (Part I). ATA News 14:7:8 Dec 3'79.

The cause and extent of teacher dropouts are discussed.

325. Ryerson, Diane. Organizational strategies to reduce the risk. Vocational Education 56:8:40-41 Nov-Dec '81.

Methods of reducing teacher burnout are presented, including: strong peer support systems, teacher participation in decisions that directly affect their job performance, flexible scheduling, provision of advancement opportunities, inservice training programs, fair wage scales, and clarification of school administration policies and procedures.

- *326. Schackmath, Thomas G. Creating job satisfaction in a static teacher market. Clearing House 52:5:229-32 Jan '79.

Following a review on job satisfaction factors among professional personnel, a 1974 study is reported of suburban Chicago elementary teachers. Results did not confirm that, as school bureaucracy increases, teacher self-image and work satisfaction decrease. But they did confirm that work satisfaction rises with the individual's self-image.

327. Schmidt, Gene L. Job satisfaction among secondary school administrators. Educational Administration Quarterly 12:2:68-86 Spr '76.

The study tested Herzberg's (1959) Motivator-Hygiene theory with public school administrators in the suburban Chicago, Illinois area. The findings lead to the conclusion that administrators are highly motivated by achievement, recognition and advancement; but not very much by salary, good interpersonal relations, effective policy and administration, and supervision, which are so often used as motivators. Administrators were highly dissatisfied, however, if the latter factors were not effectively present.

- *328. Schmidt, Gene L. An organizational model for employee job satisfaction. NASSP Bulletin 64:436:80-88 May '80.

Four assumptions based on Herzberg's Motivator-Hygiene theory provide the foundation for the author's organizational model designed to enable school people to achieve satisfaction in their work. The model is graphically outlined and each of its 6 pods is delineated in separate figures to further assist in understanding the rationale. The model, accentuating growth and self-improvement, applies to all levels of personnel in the school system.

329. Schuler, Randall S. Stress management for college administrators. Educational Record 62:3:14-18 Sum'81.

Individual and organizational stress management strategies that have been used by many administrators and managers in academic organizations are described. The need to be a diagnostician as well as an effective decision maker and implementer is discussed.

- *330. Scrivens, Robert. The big click. Today's Education 68:4:34-35 Nov-Dec'79.

Reasons for teachers' professional and personal disillusionment are explored, and some possible solutions are offered.

331. Seiderman, Stanley. Combatting staff burn-out! Day Care and Early Education 5:4:6-9 Sum'78.

This article describes the origins and symptoms of staff burn-out in child care jobs, and offers ten suggestions to help combat such burn-out.

332. Seligmann, Jean, and Janet Huck. Burnt-out high school principals. Newsweek 91:11:76-7 1978.

In a survey of 1,600 principals conducted by University of Utah professors, fully one-quarter said they intended to quit, some to leave education entirely. The very best principals were quitting at an even higher rate. Some opinions by principals on the difficulties of being effective administrators are presented.

- *333. Selye, Hans. Stress without distress. School Guidance Worker 32:5:5-13 My-Je'77.

The author asserts that a way of life based on understanding man's responses to stress and constant change is the only way that leads out of the present jungle of conflicting judgments about right and wrong, justice and injustice, in which a sense of values has become entangled and obscured.

334. 77 ways to prevent burnout. Vocational Education 56:8:49-51 Nov-Dec'81.

Seventy-seven suggestions, some serious and some not so, are presented to help beat teacher burnout.

- *335. Shack, Sybil. Growing malaise among teachers. Monday Morning 4:6:8-9 1970.

The author points to public pressure on teachers to solve all society's ills as a reason for the growing malaise among this group of professionals.

- *336. Shuto, Linda. The stress connection. BC Teacher 60:4:148-149 Mar-Apr '81.

This article explains the connection between stress, professional development and scope of bargaining. By achieving the legal right to bargain for working conditions, teachers will have a vehicle to alleviate stressful situations.

337. Skinner, Michael G. Combating the effects of debilitating stress. Pointer 24:2:12-21 Wtr '80.

The author reviews ways in which teachers reorganize to deal with stress, noting that such behaviors as rigidity, aggression, negativism, and withdrawal work toward disorganization and dissolution of the self.

338. Smith, Judy, and Dan Cline. Quality programs. Pointer 24:2:80-87 Wtr '80.

Programs in special education and business with implications for reducing teacher stress and burnout are described. Included are inservice programs focusing on personal and environmental stressors as well as on administrative remedies.

339. Smith, Margaret Aho, and David T. Smith. You can grow out of burnout. Vocational Education 56:8:47-48 Nov-Dec '81.

The authors believe that teacher burnout is a developmental stage in a teacher's career which signals that the teacher is ready for a change. This can be accomplished by updating training, widening knowledge and setting professional goals.

340. Sobel, Max A. 'I love to teach'; a formula for burnout. Arithmetic Teacher 29:1:2 Jan '82.

The author suggests that the best way to combat burnout is to approach daily tasks with enthusiasm and interest and, above all, with a positive attitude.

- *341. Spaniol, L., and Jennifer Caputo. How to recognize, cope with and avoid professional burn out. Instructional Innovator 25:12:18-20 Dec '80.

Definitions, symptoms, causes and remedial suggestions for the burn out syndrome are presented.

- *342. Sparks, Dennis C. A biased look at teacher job satisfaction. Clearing House 52:9:447-49 May '79.

Questionnaires distributed during a teacher stress in-service workshop revealed that 46 per cent of these teachers were dissatisfied with their job as a whole and, if they had it to do all over again, would not choose teaching as a career. More specific responses are discussed.

- *343. Sparks, Dennis C. Teacher burnout. A teacher center tackles the issue. Today's Education 68:4:37-39 Nov-Dec '79.

A teacher center program developed to help teachers and administrators combat teacher burnout is described.

344. Stevens, Mary A. Non-traditional teacher syndrome. Community and Junior College Journal 48:1:24-26 1977.

The teacher of non-traditional courses faces frustration, ostracism and lack of colleague understanding.

345. Stewart, G. Kent. The reality of stress. Rural Education 1:1:16-20 Spr '80.

These guidelines provide a better understanding of the reality of stress by exploring its principal causes, its effects on health, its symptoms, and some simple and sophisticated activities to hold excessive stress in check.

- *346. Stress counselling program approved. BCTF Newsletter 20:3:7 Oct '9 1980.

As a result of recommendations passed by the Representative Assembly, a BCTF-operated stress counselling service is expected to be in operation by Spring 1981.

- *347. Stress -- test yourself. Educational Courier 48:5:10-11, 25 Mar '78.

An adaptation of a stress rating scale on personal life changes and the Job Related Tension Index are presented. Readers are urged to check their scores for a picture of how much tension they are suffering from personal or job related stresses.

348. Styles, Ken and Gray Cavanagh. Stress in teaching and how to handle it. English Journal 66:1:76-79 Jan '77.

349. Switzer, Lucigrace. Gelusil, jogging and gin: how executive educators deal with stress. The Executive Educator 3:1:27-29 Jan'79.

- *350. Sylwester, Robert. Stress. Instructor 86:7:72-76 Mar'77.

The author looks at what stress is and considers three widely accepted methods of combatting it.

351. Teacher burnout. NJEA Review 53:1:10-13 Sept'79.

Teacher burnout, which is similar to the old combat fatigue GIs experienced in battle, is a threat to our best teachers, and a problem every classroom teacher eventually will face. Presented are some of the causes of teacher resignation due to burnout, and suggested are means of combatting them.

352. Teacher Burnout: how to cope when your world goes black. Instructor 88:6:56-62 Jan'79.

This article discusses the problem of teacher burnout, examining its symptoms, scope, and causes. Suggestions for avoiding burnout are presented including: (1) tips from teachers, (2) sabbaticals, (3) special school programs, (4) help from teacher organizations, and (5) ideas from industry.

- *353. Teachers die early. Ottawa Citizen Feb 28 1980.

Mary Ann Churko, co-author of a book on stress, addresses a group of Saskatchewan teachers on the subject of stress in the teaching profession. A study which showed that teachers die four years earlier than members of other professions is mentioned as an indication of the need for concern.

- *354. Thorlacius, J.M. Coping with teacher stress. Challenge in Educational Administration 20:1:42-43 1980.

In-service and staff development programs must place increased emphasis on ways of minimizing or relieving stress. School principals should be more aware of their capacity to increase and decrease the amount of stress in a school through their actions.

- *355. Tranter, William H. New realities in education: the stress in positions of added responsibility. (Part I). Educational Courier 49:3:9-11 Ja-Feb'79.

Common sources of stress for those in positions of added responsibility are discussed.

- *356. Tranter, William H. New realities in education: the stress in positions of added responsibility. (Part II). Educational Courier 49:4:31-33 Mar'79.

Regular physical activity and more effective time management are two of the "survival skills" discussed in this article on coping strategies for those suffering from stress.

- *357. Treleaven, T.E. Stress: our occupational hazard. ATA Magazine 60:1:30-3 Nov'79.

Factors causing stress, warning signs and ways of reducing stress are discussed. The roles and responsibilities of the school boards in implementing programs to assist teachers in coping with the effects of stress are emphasized.

358. Vanderpol, Maurice. School administrators under stress. Principal 60:4:39-41 Mar'81.

This article reviews reasons for administrator stress and suggests a remedy: professional support groups.

- *359. Vetter, Eric W. Role pressure and the school principal. NASSP Bulletin 60:403:11-23 Nov'76.

Principals occupy apex positions, and like all high level executives, they are subject to fierce pressures and stresses. This article discusses the nature of the role situation and presents a strategy that may help principals cope with the rising demands of the job.

- *360. Wakelin, Ronald. Classroom methodologies in dealing with stress. School Guidance Worker 32:5:33-37 May'77.

The author describes classroom activities useful in exploring the nature of stress. Examples are peer resources, role playing, values clarification, and stress contracts.

- *361. Walsh, Debbie. Classroom stress and teacher burnout. Phi Delta Kappan 61:4:253 Dec'79.

Studies done by Alfred Block and Christina Maslach on teacher burnout are discussed. The author quotes several statistics regarding teacher illnesses, physical assault on teachers and reduction in average years of experience which may be related to teacher burnout.

362. Warnat, Winifred I. Teacher stress in the middle years: crisis vs change. Pointer 24:2:4-11 Wtr'80.

The author examines the issues of teacher stress during middle age, and contends that the way teachers cope with

stress in this period depends on their view of stress as either a producer of crisis or a promoter of change.

363. Warrick, D.D. Managing the stress of organizational development. Training and Development Journal 35:4:36-41 Apr '81.

The author emphasizes the importance of recognizing and managing the stress produced by organizational development and encourages practitioners to acknowledge stress management as an important organizational development skill.

364. Weiskopf, Patricia E. Burnout among teachers of exceptional children. Exceptional Children 47:1:18-23 Sept '80.

This article compares the burnout process among helping professionals and teachers of exceptional children. Literature relating to burnout among the helping professions is reviewed. Causes and symptoms of burnout are applied to the field of special education. The author points out how special education teachers are subjected to varying degrees of occupational stress that can result in burnout. Some suggestions are given for preventing burnout. It is concluded that burnout among teachers of exceptional children exists and that it is a deterrent to effective education.

365. Werner, Anthony. Support for teachers in stress: the principal's role. Pointer 24:2:54-60 Wtr '80.

A school principal discusses ways in which principals can offer emotional support to teachers under stress and can help to prevent its occurrence. He suggests that principals can provide emotional assistance.

- *366. Williams, Paul. Stress. Surveys show how staff are suffering more than most. The Teacher 29:25:1 Dec 17'76.

Two British research studies reveal that teachers suffer from more stress than people in most other comparable occupations. One of the main causes of stress was shown to be financial deprivation in the home background of the pupils. The two studies discussed are a comparative study of stress in different professions carried out by the British Medical Research Council and a survey carried out by John Pratt as part of an MA degree.

- *367. Wilson, Ross. The employee assistance program at the Halton Board. OCLEA 18:16 Wtr '80.

Because of the stressful nature of the job, teaching seems to be a high risk occupation, both in terms of alcohol abuse and of emotional problems. This article describes a program designed by the Halton Board of Education to address and relieve the problem.

368. Wright, Thomas. Who cares for the caretakers? CEC Magazine (Man.). -:37-38 Mar '80.

*369. Young, Dorothy. Teacher stress! Burnout! What are we doing. Manitoba Teacher 60:6:3 Feb'82.

The role of individual teachers and the role of teacher societies in reducing teacher stress are discussed.

*370. Young, Timothy W. Teacher stress: one school district's approach. Action in Teacher Education 2:4:37-40 Fall'80.

A program at Tacoma Public Schools designed to meet the challenge of teacher stress is described. A stress inventory was administered. This inventory became instrumental in the development of a multifaceted approach to reducing teacher stress.

*371. Youngs, Bettie Burres. Anxiety and stress -- how they affect teachers, teaching. NASSP Bulletin 62:78-83 Nov'78.

Anxiety and stress can have a negative effect on the learning environment as a whole. The author explains how principals can minimize this by encouraging a variety of relationships to develop among all levels of school staff from custodians to teachers.

372. Zahn, Jane. Burnout in adult educators. Lifelong Learning: the Adult Years 4:4:4-6 Dec'80.

The characteristics, causes and cures of burnout are discussed with emphasis on the circumstances of adult educators.

C. THESES

373. Boss, Royce William. Development of a Job Satisfaction Scale for Teachers. M.Ed. thesis, Univ. of New Brunswick, 1978. 111p.
374. Carrier, Maurice. Étude de la relation entre le niveau de localisme et de cosmopolitisme d'un cadre scolaire et l'incidence des tensions manifestées en situations de stress au travail. Ph.D. diplôme, Université d'Ottawa, été 1979. 113p.

A la lumière du cadre conceptuel de French et Caplan qui affirment que la personnalité d'un individu détermine la façon dont celui-ci tentera de s'adapter au stress, et à la lumière de celui de Gouldner qui avance que l'adaptation à une situation dépend de la manière dont un individu s'identifiera d'une façon latente à des rôles au sein d'une organisation, nous avons formulé les deux hypothèses de recherche: (1) Il y a une différence entre les niveaux de tensions manifestées par les locaux supérieurs et ceux des locaux inférieurs en situations analogues de stress au travail; (2) Il y a une différence entre les niveaux de tensions manifestées par les cosmopolites supérieurs et ceux des cosmopolites inférieurs en situations analogues de stress au travail.

375. Chandler, S.M. Teacher Stress and Job Satisfaction as They Relate to the Implementation of a Court-Ordered Desegregation Plan. Ed.D. thesis, Univ. of Tennessee, 1975.
376. Collier, R.D. An Analysis of Teacher Absenteeism and its Relationship to Teacher Morale and Demographic Characteristics of Teachers. Ph.D. thesis, Univ. of Michigan, 1975.
377. Davis, Brian Kenneth. Teacher Job Satisfaction and Decisional Participation in the Public Schools in British Columbia. M.A. thesis, University of Victoria, Faculty of Education, June 1978.
378. Dorgan, Denis Lorne. A Study of Teacher Morale in the Province of Saskatchewan. M.Ed. thesis, University of Saskatchewan, May 1980. 167p.

The Purdue Teacher Opinionnaire was used to ascertain whether or not significant differences existed among demographic variables on teacher morale scores in Saskatchewan.

379. Douglas, S.A. Social-Psychological Correlates of Teacher Absenteeism: a Multi-Variate Study. Ph.D. thesis, Ohio State Univ., 1976.
380. Frank, T.G. Teacher Absenteeism: a Study of the Association of Selected Teacher-Reported Job Attributes and Frequency of Absence. Ph.D. thesis, State Univ. of New York at Buffalo, 1975.

331. Jacob, Serge. La théorie de l'enrichissement de la tâche, une solution au problème de la motivation des enseignants du secondaire. M.Ed. diplôme, Université du Québec à Trois-Rivières, 1978-79.
382. Kirkwood, Kristian. An Examination of Some Correlates of Teacher Absenteeism. Ed.D. thesis, OISE, University of Toronto, June 1980.
- **384. Kurtz, Sandra. An Annotated Bibliography of Literature Dealing With Stress in the Teaching Profession. MA thesis, Indiana University, 1980. 26p. Available ERIC. ED 187 707.

Current literature dealing with teacher stress and job burnout is presented in the form of an annotated bibliography. Symptoms of teacher stress and specific characteristics of teachers who deal ineffectively with stress are explored. The causes of teacher stress and its effect on administrators and students are cited. Resources to help teachers cope with and avoid stress are presented.

384. Leger, Martin. Stress Research and Teacher Perceptions of Stress. M.Ed. thesis, Brock University, 1978. 51p.
385. Price, L.W. Organizational Stress and Job Satisfaction in Public High School Teachers. Ph.D. thesis, Stanford University, 1970.
386. Rice, Alan William. Principal Job Satisfaction. Ph.D. thesis, University of Alberta, 1978. 304p.
387. St. John, Ivan. The Relationship of Teacher Satisfaction to School Bureaucratic Level and Teacher Personality Traits. M.Ed. thesis, University of Ottawa, Fall 1978. 80p.

BIBLIOGRAPHIES IN EDUCATION SERIES

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17	Jan. 1971	Open Air	(o/p)	Dec. 1971
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